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ABSTRACT

This self-directed learning center is intended to serve as a resource upon which to develop and support a career education program. The center is organized into educational activities that have been designed to enhance the career education process, including development of self-awareness, decision making, career exploration, and job search skills. The following topics are covered in the individual units: assessing personal learning style, knowing alternatives after high school, understanding what can be done with college, deciding whether or not to attend college, marketing skills to obtain employment, conducting a successful job search, making the best possible first impression, and job shadowing for career exploration. Each unit contains some or all of the following: an introduction, lesson objectives, a lesson outline, definitions, explanations, one or more information sheets, discussion sheets, suggested activities, sample letters, activity worksheets, checklists, and lists of guidelines. A bibliography and directory of regional agencies administering the Education for Employment Delivery Systems Planning Grant program are included. (MN)

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Self-Directed Career Exploration Center

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Self-Directed Career Exploration Center

Illinois State Board of Education

Adult, Vocational and Technical Education

Illinois Cooperative Extension Service

Illinois 4-H Program

Acknowledgments

The materials were developed through a cooperative effort involving eight Area and County Extension staff members. The project was cooperatively funded by the Illinois Cooperative Extension Service and a grant from the Illinois State Board of Education. A special note of appreciation goes to Kathleen Brown who developed the original idea for the Job Shadow Program and received the grants from the Illinois State Board of Education.

Project Coordinator: Bob Long
Editor: Eva Kingston
Graphic Designer: Paula Wheeler

Foreword

College of Agriculture

Cooperative Extension Service

University of Illinois at Urbana-Champaign

The Self-Directed Career Exploration Center is designed to help in the development of resources upon which to build and support a career education program. The Center is organized into educational activities designed to enhance the career education process, including self-awareness, decision-making, career exploration, and job search skills.

Through participation in the activities of the Center youth will have the opportunity to:

Engage in personal career development.

Increase awareness of related community resources.

Have access to a resource for small group educational activities.

Have a visual reference that can enhance the impact and development of individual career plans.

This initial set of educational activities were developed and pilot tested by Illinois Extension professionals. They hope that the Center serves as a starting point for the continued development of career educational programs and support materials. Users of the Center should add their own touches to each activity so that the materials meet the needs of their programs and client audiences. The materials are intended to be reproduced from the notebook as supplies are needed.

Good luck with your 4-H Career Education Program.

David D. Pyle
Assistant Director/4-H & Youth

State / County / Local Groups / United States Department of Agriculture Cooperating

The Illinois Cooperative Extension Service provides equal opportunities in programs and employment.

Introduction

The materials in the Center provide a chance to build a stronger 4-H Career Education Program. Each educational activity may be developed as a program by itself or as a part of a program that contains several or all of the activities in the Center. It is hoped that other activities will be developed and added to create a comprehensive and long-term career education program.

Everything is fair game for the users of the Center in developing career education programs. The materials in the Center were prepared in a fashion that should allow for easy conversion to fit local situations and needs. Altering the activities and support materials is an important step in the developmental process.

The activities are presented in no particular order. However, the order in which they are conducted should be considered. For example, the Job Shadow Program could be the final step in the process. Participants could be taken through a series of educational programs on the various career education topics in preparation for involvement in a Job Shadow experience.

The materials contained in this Center are a compilation of concepts, ideas, and educational approaches. The Bibliography includes the sources of many of these ideas and should be consulted to gather more information for the presentation of the educational programs.

The Illinois State Board of Education supports the program, and the public school system it represents offers an excellent opportunity to develop local cooperative educational programs through the regional Planning Grant Directors' offices (See the Planning Grant Directory at the end of the Center.). In addition, the school counseling offices offer a chance to further cooperate in program development.

Project Coordinator
Bob Long
Extension Specialist, 4-H & Youth

Self-Directed Career Exploration Center

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How You Learn

by Melinda States

How You Learn

by Melinda States

Introduction

This introduction is intended to familiarize the instructor with the lesson and serve as a guide when introducing the lesson to the student.

This activity is designed to help students learn a little more about themselves. The information may be used to help students make decisions. The students may want to consider the results when planning activities in the 4-H program, school, careers, or any other area of life.

The results of this activity represent information to help make decisions. It is not the final word on anything. The student should be encouraged to seek out and complete other self-examination activities to increase self-understanding. The school counselor's office is a good place to look for other types of similar activities. Some sources are listed in the Bibliography section.

Students should be encouraged to discuss the results of this activity with others, who will be able to provide additional viewpoints and ideas.

It is a good idea to complete the activity a second time after about a week. This will give the students the opportunity to see if results have changed. In addition, the students may want to keep the results to compare with other similar types of activities that are completed at a later date.

The learning-style inventory graphical format and illustration concept are borrowed from the work of the McBer and Company publication *Learning-Style Inventory* (see the Bibliography section for details), which make an excellent support reference for this activity.

Lesson Objectives

For the student

- To gain insight into how they best learn.
- To learn types of career areas that correlate with their learning style.
- To gain an understanding of their strengths and weaknesses in order to make wise decisions in career planning.

Lesson Outline

I. ***Get Acquainted and Introduction***
   A. Ask students if they have thought about different careers that they might enjoy.
   B. Ask students why they think they might be suited for those careers.
   C. Introduce the "Learning-Style Inventory" and Definitions of learning styles.

II. ***Complete "Learning-Style Inventory Questionnaire," Using the Learning-Style Inventory Score Sheet"***

III. ***Plot Scores on the "Learning-Style Inventory Chart"***

IV. ***Discuss Findings with Students, Using Explanation Information***

V. ***Summarize and Answer Questions***

Definitions

1. Hands-on Experience (HE): the ability to get involved in actual experiences.

2. Thoughtful Observation (TO): the ability to observe and reflect on experiences.

3. Abstract Thinking (AT): the ability to create concepts that lead to logical ideas.

4. Active Experimenting (AE): the ability to use ideas to solve problems.

Explanations

The following information is designed to help interpret the results of the activity. These results represent only one interpretation and should be taken as information to add to decision-making processes.

The characteristics in each of the four sections of the chart are a general description of strengths that are a part of each learning style. The occupation areas in each of the four sections are examples of the types of jobs that require such characteristics.

If the plotted results fall in the middle of a section, as illustrated by the sample plotting, the inventory indicates that the student shows characteristics similar to those listed in that section.

If the plotted results fall near one of the lines on the chart, the student shows characteristics similar to those listed in the two sections on both sides of the line.

Learning-Style Inventory Score Sheet

*1. _____	*1. _____	1. _____	1. _____
*2. _____	*2. _____	*2. _____	*2. _____
*3. _____	*3. _____	*3. _____	*3. _____
*4. _____	4. _____	*4. _____	4. _____
5. _____	5. _____	5. _____	5. _____
6. _____	*6. _____	*6. _____	*6. _____
7. _____	7. _____	7. _____	*7. _____
*8. _____	*8. _____	*8. _____	*8. _____
*9. _____	*9. _____	*9. _____	*9. _____

Note: Add only those numbers with an asterisk (*) beside them in each column above.

Totals: HE = _____ TO = _____ AT = _____ AE = _____

Note: You may get a negative number when completing the following calculations.

Calculations: AT total minus HE total = _____ .

AE total minus TO total = _____ .

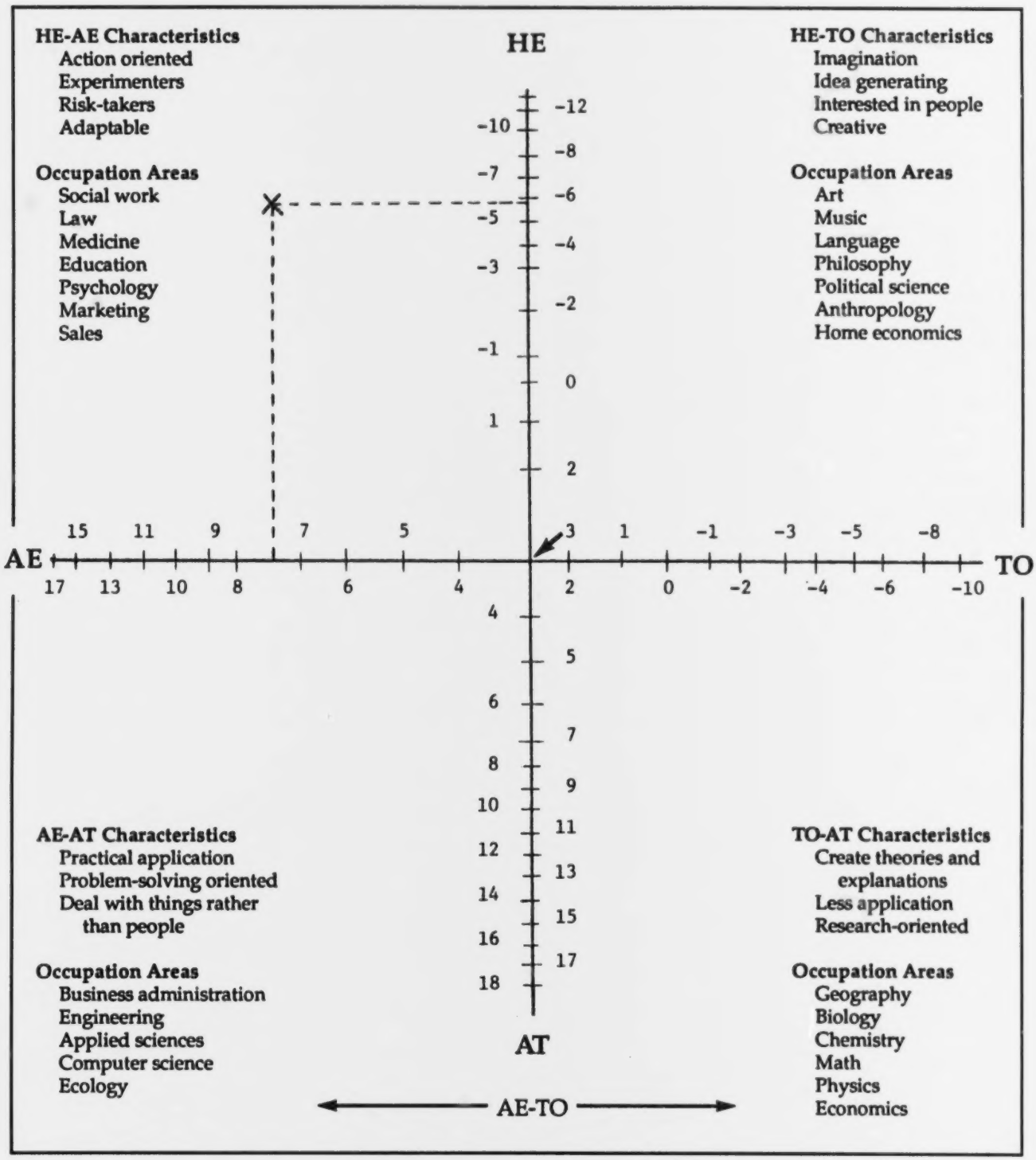
Chart Plotting Directions: Plot the AT - HE number on the vertical line of the chart and the AE - TO number on the horizontal line of the chart, then connect the intersection of the two points. An example of plotting is presented using an AT - HE number at -6 and an AE - TO number of +8. Do not hesitate to ask those presenting the activity for help plotting your results.

Learning-Style Inventory Questionnaire

This survey is to determine the way you learn best. There are nine sets of four descriptions listed below. On the answer sheet provided, mark the words in each set that are most like you, second most like you, third most like you, and least like you. Assign the number "4" to the description that is *most like you*, the number "3" to the description that is *second most like you*, the number "2" to the description that is *third most like you*, and the number "1" to the description that is *least like you*. (High=(4) *most* like you, Low=(1) *least* like you.) There are no wrong/right answers. Go with your first reaction.

HE	TO	AT	AE
1. get involved	1. take more time before acting	1. am particular about what I like	1. like things to be useful
2. am open to new experiences	2. look at all sides of issues	2. like to examine things, break them down into their parts	2. like to try things out
3. like to deal with my feelings	3. like to watch	3. like to think about ideas	3. like to do things
4. accept people and situations as they are	4. am aware of what goes on around me	4. evaluate things	4. take risks
5. have gut feelings and hunches	5. have lots of questions	5. am logical	5. am hard working and get things done
6. like concrete things, things I can see and touch	6. like to observe	6. like ideas and theories	6. like to be active
7. prefer to learn in the here and now	7. like to consider things and reflect about them	7. tend to think about the future	7. like to see results from my work
8. rely on my feelings	8. rely on my observations	8. rely on my ideas	8. try things out for myself
9. am energetic and enthusiastic	9. am quiet and reserved	9. tend to reason things out	9. am responsible about things

Learning-Style Inventory Chart



Know Your Alternatives after High School

by Keela Mixer

Know Your Alternatives after High School

by Keela Mixer

Introduction

The purpose of this lesson is to help the student become aware of their post-high school educational options.

"Should I go to college or get a job?" This seems to be the most popular question asked by the student preparing for the future. — But wait! Aren't there other options after high school besides working or going away to college?

Over three million high school students graduate each year. About 50 percent of them will enter college. What will the other 50 percent do?

Many alternatives further student interests and/or career goals after high school. Below are some of the options that the student may consider as a means to attain future goals:

Work

Occupational Education

Apprenticeship Programs

Going into Business for Yourself

Armed Forces

Combinations of the Above

Lesson Objectives

For the student

- To become familiar with educational and experience options that are available after high school.
- To identify the advantages and disadvantages of the alternatives to a four-year college degree.
- To consider the practical means to attain goals and interests.
- To interact with those working in career areas.
- To interact with alumni and students from the educational facilities.
- To become familiar with references and resources available.

Lesson Outline

I. ***Know Students and Their Needs***
   A. Ask students what they plan to do after high school.
   B. Ask students why they chose that option.
   C. Create an atmosphere for discussion.

II. ***Options Available***
   A. Students list options available.
   B. Review their lists.
   C. Put some of the most common items on the chalkboard (or newsprint pad) for all to see.

III. ***Discuss***
   A. The purpose of reviewing the options.
   B. The need for further education.
   C. Statistics.

IV. ***Activity***
   A. Students break into small groups.
   B. Each group lists advantages and disadvantages of one of the areas listed on "Career Preparation Options" (Information Sheet). Assign a different option to each group or have all groups review the same option.
   C. Discuss these lists with the entire class.

V. ***Other Activities if Time Allows*** **(*see* Suggested Activities *section*)**

VI. ***Conclusion***
   A. Summarize main points: Encourage students to conduct the review of options with friends or family.
   B. Answer questions.

Suggested Activities

1. Have professionals who work in the career options talk with the students.

2. Show slides or films of job or career possibilities that do not require a four-year college degree.

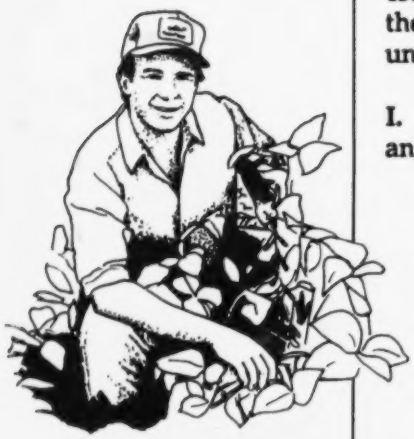
3. Have students or alumni from noncollege organizations that offer educational options discuss their career/school choices.

4. Divide students into groups of seven: one group for each option on the "Information Sheet" and one group representing a college option. Each group lists the advantages and disadvantages of each option and shares their findings with the class.

5. Discuss why students go to college and why they do not.

Information Sheet

Career Preparation Options



Each option has different characteristics. You need to decide what your interests are and what is right for you before making any final decisions. Several of the options focus on continuing your education, but not at a four-year college or university. Determine for yourself which option is best suited for you.

I. ***Work*** — A job directly out of high school may be for you if you fit into any of the following categories:

A. You want to find out what you'd really like to do.
B. You want money.
C. You feel you're grown up.
D. You learn more easily "hands on."
E. You know exactly what you want to do, and further schooling isn't necessary at this time.
F. You're looking for maturity.
G. You want to meet new people.

II. ***Occupational Education***

A. Schools that concentrate on education for employment

1. Junior and community colleges: These schools offer occupational studies relating to various areas. Most programs lead to a two-year associate degree in art or applied science.
2. Correspondence schools: These schools offer various classes for those who cannot leave home or study full-time.
3. Area vocational schools: These schools are generally government sponsored. They train and retrain people in job areas related to the needs of local industry.
4. Hospital/health care schools: These schools offer training in health care occupations. Some provide living quarters.
5. Company training: Students attend classes at the work setting. Paid training is usually full-time for a period of several months.

B. An occupational education school is for you if you answer "yes" to the majority of the following questions:

1. Are you a good student — but not when it comes to abstract thinking?
2. Are you absorbed in one subject — perhaps science, technology, or any of the arts?
3. Are you ready to choose a field and stick with it?
4. Do you want to complete your studies in a relatively short time?
5. Are you anxious to earn your own way?
6. Are you free to live at home, if necessary?
7. Are you reasonably mature for your age?
8. Are you confident of your ability to make your own way?

III. ***Apprenticeship*** — An apprentice learns while working with a certified master of a certain craft. It may take between three to six years of classroom study, on-the-job training, and actual experience in every kind of work situation of the field. Apprenticeship programs may be an option for you if:

A. You enjoy working with your hands.
B. You are patient enough to work with precision and persistence.
C. You have a specific skill to study.
D. You are willing to devote the next three to six years learning one craft.
E. You are willing to settle down, make a choice, and stick with it.

IV. ***Going into Business for Yourself*** — Every year about 400,000 new businesses get started. Also every year nearly as many close. To be successful as a businessperson, you should:

A. Be self-disciplined.
B. Be responsible
C. Be enthusiastic.
D. Be sociable.
E. Be organized.
F. Understand finance.
G. Be in good health.

V. ***Armed Forces*** — The main purpose of the armed forces, Air Force, Army, Navy, Marines, and Coast Guard, is military defense of the country.

A. Advantages:
   1. Pay, benefits, and bonuses
   2. Excellent training
   3. Travel opportunities
   4. Vacations
   5. Opportunities to meet people
   6. Education
   7. Family benefits
   8. Promotion opportunities

B. Disadvantages:
   1. Physical risk
   2. Regimentation
   3. Subordination to authority
   4. Impossible to resign
   5. Frequent transfer
   6. Lack of privacy

VI. ***Combination Package***

A. If you aren't yet prepared to commit yourself full-time to any one field of study, combining various alternatives could be for you.

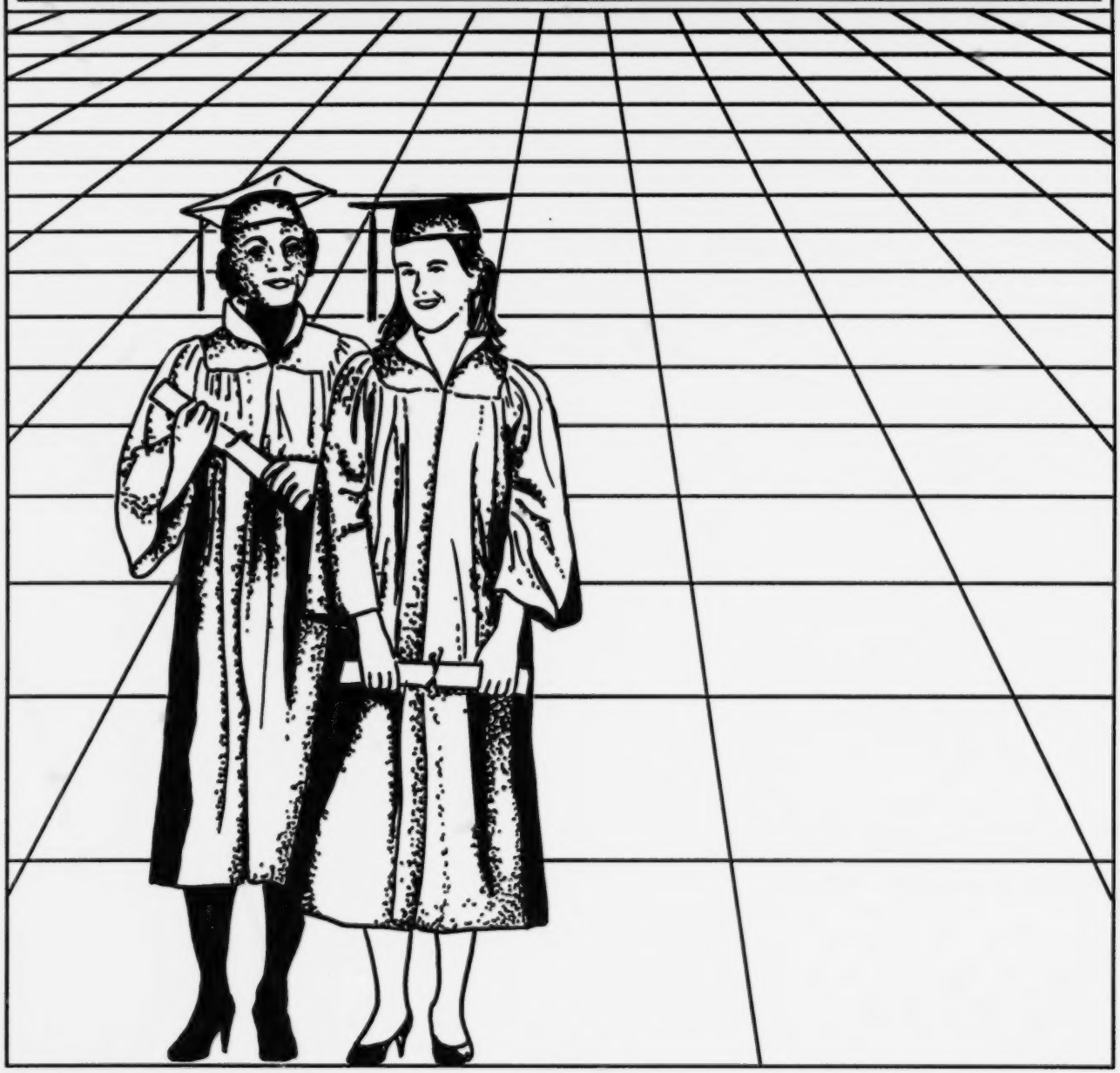
B. You need to be well organized. Be sure to keep work activities separate to avoid conflicts.

VII. ***Additional Information*** — There are a lot of resources available to help you make decisions. Following are just a few ideas you might consider:

A. Local employee unions
B. Junior college admissions office
C. Vocational/technical school
D. High school counselor
E. Company personnel offices
F. Local army representatives
G. Library
H. Friends and family
I. Employees

What You Can Do with College

by Diane Bechtel



What You Can Do with College

by Diane Bechtel

Introduction

The purpose of this lesson is to help the student decide what type of college degree program to pursue as well as which career path to follow. There are no definite answers in career planning. The information the instructor will be giving is intended to provide options for thought.

Three questions to ask when determining a career are:

Where are you going?

How will you get there?

Will it be there when you arrive?

Lesson Objectives

For the student

- To broaden thinking on career options.
- To identify differences between specialized degrees and liberal arts degrees.
- To identify differences between two-year and four-year degree programs.
- To discover factors that affect the job market.
- To become familiar with careers of the future.

Lesson Outline

I. ***Introduction***

A. No definite answers are given in this lesson. It only provides options for thought.

B. Create an atmosphere for discussion if comfortable with that informal type of eductional setting.

C. Each of the following sections is supported by details in the Information Sheets.

II. ***Where Are You Going?***
   A. Survey students to determine current plans:
      1. Further education
      2. Four-year school
      3. Plans for a Major
      4. Career
   B. When is the best time to decide on a career?
   C. "Is Your Job Right for You?" (Activity Sheet)

III. ***How Will You Get There?***
   A. High school preparatory courses
   B. Two-year vs. four-year schools
   C. Liberal arts vs. specialized degree
   D. What can be done with a liberal arts degree
   E. "Choosing a College Major" (Discussion Sheet #1)

IV. ***Will It Be There When You Arrive?***
   A. Societal changes by year 2000
   B. Factors affecting job market
   C. Future top fields
   D. Future bottom fields

V. ***Conclusion***
   A. Final points
   B. Questions

Suggested Activities

1. Hand out and discuss individually Information Sheets #1, #2, #3, and Discussion Sheet #1.

2. Ask a guidance counselor or placement director to discuss options with students.

3. Hold a panel discussion with alumni with specialized and liberal arts degrees from two-year and four-year schools.

4. Compare college options through use of college catalogs.

Information Sheet #1

Decisions

Where Are You Going?

Career planning is more of an ongoing process than an outcome. There is no correct time for anyone to decide on a career. Many people do not decide on a career until they have worked in numerous jobs. You will probably naturally undergo different periods of career floundering. You may also discover that your chosen career is no longer open when you get there. The main thing to remember is you decide what you want to do. Most college graduates had a career in mind when they graduated. Only a small number of those graduates still have the same plans.

How Will You Get There?

Whether to attend a four-year or a two-year college is up to you. That decision depends on what you want to have when you graduate. The main thing to remember is to be prepared. If you plan to transfer from a junior college to a four-year school, make sure the classes you plan to take will transfer. It can be very frustrating to graduate from a junior college, get accepted at a four-year school, and discover that you have to repeat one-third of your preparatory work because it doesn't transfer.

Should you select a specialized academic major or work in the liberal arts field? Once again, it depends on what you want. Colleges offer few specialized majors. The University of Illinois has nine specialized majors, whereas Eastern Illinois University only has five. Liberal arts fields include such areas as English, political science, speech communication, math, journalism, science, etc.

Information Sheet #2

Curricula

Examples of some general curricula follow:

General Agriculture (U of I)

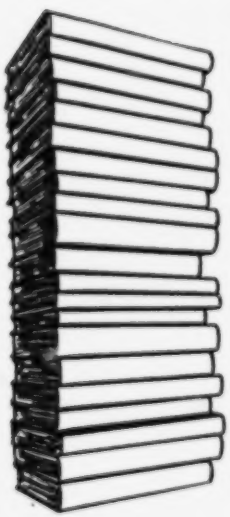
- Speech or rhetoric
- Agriculture economics, agronomy, agriculture engineering, horticulture, dairy science, animal science
- Humanities (English, philosophy, etc.)
- Social Science (economics, geography, history, etc.)
- Chemistry
- Biological science
- Mathematics

Liberal Arts (U of I)

- Speech or rhetoric
- Foreign language
- English
- Biological and physical science
- Mathematics
- Behavioral science
- Non-Western culture

Liberal Arts (EIU)

- Literature and rhetoric
- Health
- Speech
- Humanities (art, English, music, P.E., theatre, speech, etc.)
- Social studies (anthropology, economics, history, psychology, etc.)
- Math and science (botany, chemistry, math, zoology, etc.)
- Concentrated studies in a major field plus electives



A liberal arts field allows more flexibility in the classes you select. With a four-year liberal arts degree you could pursue such careers as bank trainee, FBI agent, management trainee, stock broker, secretary, etc. A liberal arts curriculum, however, has less actual job-oriented training so the graduate must adjust from a school environment to a potentially very different work environment.

A specialized field provides some actual on-the-job training and real work experience orientation. A graduate may have some difficulty finding a satisfying job, but graduates in those areas tend to do less career floundering.

Information Sheet #3

Future Opportunity

Will It Be There When You Get There?

By the year 2000, people will make more frequent career changes and will take more mid-career breaks. Improved technology and productivity will mean a decreased work week from 40 hours to 32 hours. By 1990, over 75 percent of the family units will have two working parents.

Numerous factors affect the job market. The nation's population in 1982 was 232 million. The projected population for 1995 is 260 million. The work force characteristics are also changing as a higher percentage of women continue in the work force. A college degree will still be important. Government and business will also influence the job market as the effects of changing economic decisions reach the work place.

Some of the "best jobs" for the future include jobs in health-related fields, because there will be more people, especially more elderly people. These jobs include occupational and physical therapists, speech pathologists, health services administrators, and several types of nursing occupations, but not necessarily doctors. Office workers, such as receptionists or paralegals, are good prospects. Anything in the computer field is a possibility. A more mechanized society will need electrical engineers and office machine repairmen. Other good areas include aerospace engineers, dietitians, and travel agents. Keep in mind, however, that the number of college graduates may exceed the number of job openings that require a college degree; you may not always be able to begin in the field you want.

Jobs with lower potential in the future include secondary school and university teachers, historians, postal clerks, stenographers, school administrators, credit managers, librarians, and sociologists. This doesn't mean that you shouldn't pursue one of these careers if that's what you really want. There will still be a need for these positions, but the openings simply may not be as readily available.

These suggestions are not definitive answers, only options for thought. Three things you need to remember in career planning are:

1. Your first job will probably not be your last. Be prepared to make your career choice, having considered the possibility that you may have to make the decision again.

2. There is no such thing as the perfect job. You may desire higher pay or a more ideal location. Try to find a job that is exciting to you.

3. Make something out of a "nothing" job. No job is always fun. Simply be the best at what you do.

Discussion Sheet #1

Choosing a College Major

The choice of a major field of study is not like selecting a box of cereal or pork chops at the supermarket. You do not walk up and down the aisles and pick the most attractively packaged "major." Further, the choice of a major seldom comes from divine inspiration, and certainly no one else will make the choice for you.

We wish to share with you some examples of many ways that it might be done by highlighting the general patterns that you may follow in choosing a college major.

I. *The Directly Career-Related Major*

You may settle on a career choice first and then search for and select an appropriate major that leads to the chosen career. Examples are:

Career Choice	*The Major that Follows*
Accountant	Accounting
Computer Programmer	Computer Science/Math
Cartographer (Map Maker)	Geography
Grade School Teacher	Elementary Education

II. *The Preprofessional Major*

The student chooses a career first, but the chosen career requires a professional education for entrance into the field. The student searches for and chooses a major or a combination of courses that fulfill the entrance requirements and prepare them for professional/specialized education. For example:

Career Choice	*Professional School*	*PreProfessional Major*
Doctor	Medical	Biology Life Science
Reporter	Journalism	General Studies
Lawyer	Law	Political Science or Economics

III. *The Scholarly/Scientific Major*

This is an "either/or" pattern. The student chooses the career or major first. If the career comes first, then a prolonged course of study is required, and the undergraduate major is chosen with the speciality in mind. On the other hand, the student might choose a major because it is interesting and find continued coursework attractive. On completion of the advanced coursework, the career follows. For example:

Career	*Advanced Degree Work*	*Corresponding Major*
College Professor (of Sociology, English, etc.)	Doctoral Graduate Work (in Sociology, English, etc.)	Undergraduate Speciality (in Sociology, English, etc.)
Entomologist	Entomology	Entomology
Polymer Chemist	Organic Chemistry	General Chemistry
Clinical Psychologist	Clinical Psychology	Psychology

The student does not have to zero in on *the* career or *the* major; in fact, most students do not. Most students are not ready to narrow their choices that far or to eliminate alternatives. The next two patterns allow for this flexibility.

IV. *The Career Track Curricular Option*

This too, may be "either/or." The student chooses an interesting career area or an academically stimulating broad course of study and then samples within this chosen arena for a major or a specific career choice. For example:

Career/Academic Area	*Career Choice*	*Major that Follows*
Agriculture	Agronomist	Agronomy
	Major Choice	*Career that Follows*
	Animal Science	Herdsman
	Career Choice	*Major that Follows*
Applied Life Studies	Park Program Director	Rec/Leisure Studies
	Major Choice	*Career that Follows*
	Physical Education	Teacher/Coach
	Career Choice	*Major that Follows*
Business Administration	Market Researcher	Marketing/Economics
	Major Choice	*Career that Follows*
	Finance	Bank Loan Officer
	Career Choice	*Major that Follows*
Engineering	Civil Engineer	Civil Engineering
	Major Choice	*Career that Follows*
	Electrical Engineering	Electrical Engineer

V. ***The General Education Curricular Option***

The student selects the major first because they like its intellectual stimulation, its excellent instructors, and other reasons. Subsequently, the career choice is made (and the strategy to get there) as time progresses and experiences grow from the various alternatives available. Some sample patterns are:

General Major	*Subsequent Application to School*	*Career*
Psychology	Social Service Aid	
	Systems Analyst	
	Social Work Graduate School	Social Worker
	Law School	Lawyer
Art History	Curator's Aide	
	Gallery Salesperson	
	Library Science Graduate School	Art Librarian
English	Technical Writer/Editor	
	Teacher	Management Trainee
	MBA School	

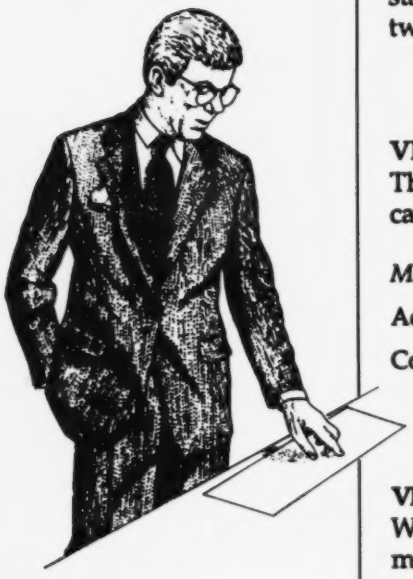
VI. ***The Special Interest/Ability Major or Career***

First, the student must recognize their special skill or interest — something they have always liked to do and want to continue doing. With a little research and some imagination, it's not hard to come up with a way to make money doing that special thing — a career. The major then follows. The study could come first and then the career. For example:

Special Interest/Ability	*Career*	*Major*
"sewing doll clothes"	Apparel Designer	Textiles/Art
	Major	*Career*
	Early Childhood Education	Preschool Teacher
	Career	*Major*
"car magazines"	Automotive Engineer	Mechancial Engineering
	Major	*Career*
	English/Science	Technical Writer

	Career	*Major*
"sandlot baseball"	Radio/TV Announcer	Broadcast Journalism
	Major	*Career*
	Physical Education	Teacher/Coach

Note that these are only patterns, not prescriptions. Human behavior is seldom static and defies the regimentation of categories. Consequently, we illustrate two variations of the aforementioned patterns to make our concluding point.



VII. *The Nontraditionally Applied Career Major*
The student chooses a career-related major and applies it to a nontraditional career path.

Major	*Grad Prof. School*	*Career*
Accounting	Law School	Lawyer
Computer Science	Education Grad School	Computer-Based Education

VIII. *The Plan B Major (If Plan A Doesn't Work Out)*
What may have been a second choice for the student as a freshman or sophomore may be a rewarding, fulfilling career for the student as a graduate.

Major	*Career Options for Consideration*	*Career*
Political Science	Law School	
	Public Administration School	Legislative Aide
	Market Research Interviewer	
Psychology	Clinical Psych Grad School	
	Counseling Psych Grad School	School Counselor
	Management Trainee	
	Parole Officer	

The optional variations available are limited only by your imagination. Underlying all of the general patterns of college majors are your interests, values, aptitudes, and abilities to make the choice *personal*. Consequently, *each individual choice is unique*.

Activity Sheet

Is Your Job Right for You? (A Quiz)

In order to assess a job, you must first analyze your personal career goals.

Some job career goals follow. Which ones are yours? (Identify each on the space as: **E** = Essential to you; **N** = Nice to have but if necessary you could get along without; **DM** = Doesn't really matter to you; **C** = A job like this would drive you crazy.)

___ Security

___ Promotion possibilities

___ Varied, open-ended duties where you can demonstrate initiative, versatility, and creativity

___ Nothing open-ended

___ Constant challenge

___ Undemanding and pleasant

___ High social content, lots of people contact

___ People leave you alone to do your work

___ Chance to indulge your "workaholic" tendencies

___ Clear time demarcations that will never make demands on your free time

___ Work that really interests you

___ Income is extremely important

___ Power (you are involved in making decisions about your own work and about other people's jobs)

___ Status (a title that impresses people during your after-hours social life)

___ Fringe benefits

___ Other (list other personal job/career goals you seek)

Now you know what you want: A job that satisfies your E job characteristics and has as many of your N and as few of your C characteristics as possible.

(From *New Woman* magazine, see Bibliography for source details.)

So You Want To Go to College

by Paula Robinson

So You Want To Go to College

by Paula Robinson

Introduction

This lesson contains information sheets about planning for college. They try to give some answers to the questions of whether to go to college, how to choose a college, how to get into a college, how to finance a college education, and other similar problems confronting a high school student.

Lesson Objectives

For the student

- To explain what colleges look for in prospective students.

- To explain the admission process: what the information in the application means, how it is evaluated, and how a decision is finally made.

- To discuss ways to improve the quality of the information in the application and how to communicate that information in order to increase chances for acceptance.

- To provide information about applying for financial aid and to make sense of recent changes in the college aid system.

Lesson Outline

I. ***"Are You Right for College?"*** **(Information Sheet #1)**

II. ***"Will You Be Ready for College?"*** **(Information Sheet #2)**
   A. High school courses
   B. Testing
   C. Extracurricular activities
   D. Work experience

III. ***"Which College is Right for You?"*** **(Information Sheet #3)**
   A. Choosing possible colleges to attend
   B. Campus visits
   C. Interviews
   D. Applications

IV. ***"Can You Afford College?"*** **(Information Sheet #4)**

A. Applying for financial aid

B. Aid programs

1. Grants
2. Loans
3. Scholarships

V. ***"Your Admission Calendar"*** **(Information Sheet #5) and** ***"Financial Aid"*** **(Information Sheet #6)**

VI. ***Conclusion***

A. Ask for questions.

B. Refer participants to Bibliography.

Information Sheet #1

Are You Right for College?

High school is a time to consider your future and to make choices. You must select a course of study and start thinking about a career. You need to decide whether to go directly to work or to seek more education after high school graduation.

More than two million young men and women graduate from high school each year. Over 60 percent of them continue their educations. You should make it your business to know what college is all about, what benefits it offers, and whether college is right for you. You should try to understand the reasons for going to college and how higher education will affect your life. You should also know what opportunities are open to you if you don't go to college.

Because it combines many kinds of experiences, college is not easy to describe. It's classroom lectures, libraries, exams, parties, dorm life, theater groups, and part-time jobs. Above all, it is the search for and discovery of knowledge. College is all this and much more.

College is expensive. Estimates of minimum costs for tuition and room and board range from about $4,000 a year at public colleges to more than $20,000 a year at private institutions.

College is an investment that may bring material returns. Four years of college may be expensive, but the lifetime earnings of college graduates are generally higher than the lifetime earnings of high school graduates. College is a door to good jobs and a profession.

A number of guides are used by educators to help you determine your suitability for college. One of the best indicators of your ability is your high school record. Another indication is the results of achievement tests given in most schools. High school counselors usually recommend whether you should attend college based on the results of these tests and grades.

You can also judge yourself by thinking back over your school record and asking yourself a few questions. Do you enjoy studying and doing academic work? Do you plan to enter a field of work that requires college training? Is your high school record better than average? Do you know how to study? Do you sincerely want a higher education? "Yes" answers to these questions indicate that you should try college.

If you want guidance in your career and college planning, you should go first to your high school counselors, teachers, and principals. Also, you should discuss your interest and ambition with your parents. Information can also be found in the library.

Information Sheet #2

Will You Be Ready for College?

Admissions offices are concerned with four elements: courses and grades, precollege tests, extracurricular activities, and work experience.

If you're already in your senior year, you can't do much to change your high school career. If you are smart, you will start thinking about college early — sophomore or junior year of high school.

Admission procedures and policies differ from college to college, and there is no such thing as a "perfect" application. Many paths lead to the college of your choice, and it makes the most sense to maintain a strong sense of your own goals and interests.

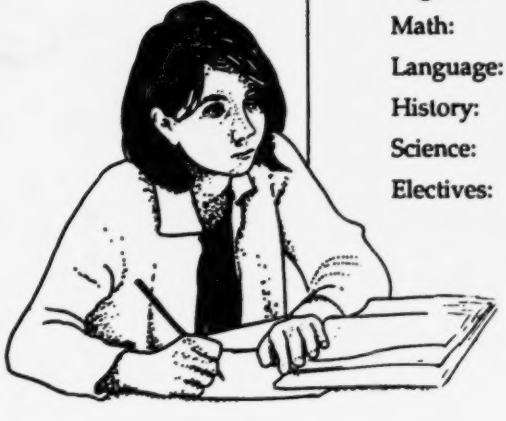
High School Courses

Start planning your course schedules in the ninth grade. Listen to your guidance counselor's advice about a "good" college preparatory program. Your junior year grades are crucial to admissions offices because they are sometimes the last representation of academic performance.

Whenever possible, enroll in the most rigorous levels of classes. Go for quality, not quantity. Colleges like to see students who try their best: a B in an honors or Advanced Placement course is better than an A in a fluff course. This is especially true for courses in your potential major. Each year you should take at least four "major" courses in the liberal arts: English, history, language, math, and science. You should take the most rigorous class in the area where you have the most strength.

Be aware of both general preparatory requirements and individual school requirements as you plan your schedule. A good academic preparation contains the following courses:

English:	Four years with emphasis on writing and composition
Math:	Three years college preparatory
Language:	Three years, preferably of the same language
History:	Two years minimum, including one year of U.S. history
Science:	Two to three years of lab science, biology, chemistry, or physics
Electives:	Two years, preferably in music, art, theater, or journalism



Testing

Objective tests too often inspire sheer terror in prospective applicants. This is unfortunate because precisely this kind of anxiety can trip you up when you're subjected to the Scholastic Aptitude Test (SAT), the American College Test (ACT), or achievement tests. Keep these points in mind as you face these exams:

1. The SAT and ACT are not intelligence tests. They measure verbal and mathematical reasoning abilities.

2. The SAT is not infallible. It has a built-in "error range" of 60 points in every score report. If your verbal score is 550, your actual score is between 520 and 580.

3. The SAT is not the most important credential. Most colleges put greater emphasis on your grades and coursework to predict your academic potential. Colleges also consider a variety of other factors in their admission decisions.

The SAT consists of six separate 30-minute sections: two verbal sections of 85 questions; two mathematical sections of 60 questions; a 50-question test of standard written English; and one experimental section.

To prepare for the SAT test, you should pay special attention to developing verbal and written skills in English and to better your understanding of mathematics.

Most counselors suggest you take the SAT in the spring (March) of your junior year. The November test date is the last one that will get your test scores to colleges in time for most admission decisions. The SAT is also administered in June and January, so you could pick either of these dates for your junior year SAT.

The ACT has four 35- to 50-minute sections on English usage, mathematics usage, social studies reading, and natural science reading. The main difference between the ACT and the SAT is that the ACT is a yardstick of both reasoning ability and knowledge of specific matter covered in classes.

Most private colleges prefer the SAT and achievements to the ACT, but some will accept either test. The bulk of the universities which require the ACT are land-grant institutions in the midwest, south, and west.

Extracurricular Activities

Admissions offices like to see mastery of a particular field. They want to see evidence of follow-through in the field. As you consider how much time to spend on any single activity, keep in mind that it's better to concentrate on one or two areas than to spread yourself thin.

The applicant who will be noticed is the one who brings special skills, demonstrated leadership, or expertise to campus life.

Work Experience

One factor that can improve an application is evidence of work experience. Colleges will overlook the sparse extracurricular careers of a student who works after school.

Here are some rules to follow when you're looking for work:

1. The work that pays best is not necessarily what will be most respected by admissions officers.

2. Try to tie your work experience into your application strategy. You can also get practical experience and build your resumé through volunteer work. Although you won't get paid, you will get valuable experience.

Information Sheet #3

Which College Is Right for You?

As you look over lists of colleges in the United States, you'll see that many of them want your application. There are 2,000 four-year colleges in the country. They range in size from the tiny College of the Atlantic with 180 students to mighty Ohio State with 46,420 students. Their locations are small rural towns and huge urban centers. Some are educationally progressive, others are very traditional by design and offer few curricular options.

Choosing the right school for you is a two-part process. First, you must generate a list of the schools that you might like to attend. Second, you must develop another, not necessarily identical, list of colleges that might be receptive to your candidacy.

Thirteen Steps to a Good College List

1. List your grades, SAT scores, awards, extracurricular activities, interests, personal strengths, and weaknesses.

2. List all the colleges and universities that you have heard of and that might interest you.

3. Start a filing system for colleges. Too many students hurt their chances of admission because they lose a form, forget to send something in, or miss a deadline. So get organized.

4. Prepare a second list of colleges for which your credentials make you particularly well suited. These should be your most obvious alternatives if you don't get into more selective colleges.

5. Talk to people. You should meet with a member of your high school's guidance staff. Now talk to your parents, a teacher you particularly respect, an older friend or relative whom you like, and recent graduates from your high school.

6. Start compiling your own list. It can be useful to begin your college search with assumptions about the type, sizes, or location of schools you would like to attend. You should always start by considering many campuses and then refine your choices.

7. For purposes of your college search and application strategy, list the academic areas that you might want to pursue.

8. Start reading about the colleges you might be interested in. Consult several college directories. These books give lengthy, subjective comments about each institution. In addition, the guides list costs, average freshman SAT scores, types of location, total size, male/female ratio, and acceptance statistics.

9. Get the literature. You are now ready to write to the colleges you are interested in to request information and an application.

10. If a particular program or department intrigues you, ask for more information.

11. See as many college reps as you can. Each year admissions officers visit high schools across the country. Their visits are intended to give juniors and seniors information about their colleges and to attract prospects who might otherwise not apply.

12. Prepare the "first cut." You should choose the schools you finally apply to very carefully, not only in terms of where you'll be happiest, but also as a means of your best chance for admission.

13. Using all your college lists and sources of information, group the colleges on your lists into three clusters: reaches, possibles, and sure admits.

Once you have limited yourself, you might begin serious investigation. This exploration includes visits to campuses and interviews. Campus visits are essential because they help you "get a feel for" college, enable you to narrow your choices, and provide a focus for your application. College visits are best at the beginning of your senior year. By then, you'll have three years of grades and at least one SAT score to compare to the college requirements. During the spring of your junior year, call or write the colleges you may be interested in to determine the best dates to visit and to secure appointments for interviews. Give the admissions office at least six weeks notice before you visit.

Spend several days on campus. Try to include at least one weekday when classes are in session and a weekend day and evening. Take the official campus tour to start. You should meet current students, the admissions officer, and faculty, coaches, and extracurricular advisers in areas of particular interest to you. Finally, if you expect to apply for financial aid, you should try to see a financial aid officer.

Remember, the selection process at most schools is in full swing from February through April. Colleges expect to receive additional materials from applicants and high schools during the decision-making period. Here is a list of updates you may want to submit:

1. Midyear grade reports
2. Additional recommendations
3. Updates of special achievements

Information Sheet #4

Can You Afford College?

These days, paying for college may seem far more impossible than getting admitted. College is expensive. Even at state universities, tuition, room and board, and incidental expenses for a single year can total over $5,000. Billions of dollars in public and private funds are still available to college students. The difficult part is finding and obtaining these dollars.

The bulk of the financial aid money comes from the federal government. The goverment funnels some of this money through the colleges themselves, parcels out more to commercial lenders like banks and credit unions, and allocates some to state governments. For a few programs you have to apply directly to the federal government.

Colleges are the second largest source of aid. Each college allocates its own funds to financial aid, supplementing the money in government aid programs.

More details about these opportunities may be found in your public library and high school counselor's office. There are also many small scholarship and loan programs — most of them privately funded — to which you can apply.

Now that you know where to apply for aid, you might ask, "Where should I go first?" Because most finanacial aid is based on need, you should first apply to college and government aid programs; only after you have exhausted those possibilities should you concentrate on outside aid programs. Before you learn about applying for aid, you should be aware of three types of financial aid that you might receive.

1. ***Grants*** — These are outright awards of money. Unlike loans, they don't have to be repaid. A grant is also sometimes called a scholarship.

2. ***Loans*** — These have to be repaid. Interest rates vary depending on the particular loan program.

3. ***Employment or work-study*** — Sometimes a campus job may be part of your financial aid award.

To get aid from either the colleges or the federal government, you must apply. Applying for aid is a multipart process.

1. You must fill out a needs-analysis form. Colleges and the government use this to determine how much money your family can contribute to your education and how much money you will need to enroll at a given college or university.

2. You must fill out an aid application.

3. You must fill out a separate application for each federal loan program that is not campus based.

Information Sheet #5

Your Admission Calendar

Ninth Grade

Introduce yourself to your counselor; begin planning a college preparatory course schedule.

Investigate activities you like; decide which you want to start pursuing in depth.

Keep your ears open for news about colleges and admission.

Relax!

Tenth Grade

Continue planning your course schedule; play to your strengths, taking hardest courses in areas where you excel.

Plan an interesting summer; possibly consider a reasonably challenging summer program, internship, or special school or job.

Take achievement tests in any terminal subjects that do not lead to other course work.

Tenth Grade — Summer

Travel or participate in summer programs.

Prepare for PSAT/NMSQT.

Eleventh Grade — Fall

Take PSAT/NMSQT.

Attend as many college conferences as time allows.

Investigate Advanced Placement (AP) and honor courses for this year and next year.

Eleventh Grade — Winter

Start browsing through college guides.

Prepare for SAT.

Talk to seniors about their views on colleges.

Start thinking about summer job or activity.

Eleventh Grade — Spring

Continue to take achievement tests in terminal subjects.

Take late-spring SAT.

Plan summer program.

Write to colleges for summer interviews.

Eleventh Grade — Summer

Work at summer job or participate in activity program.

Start college visits and interviews, if you won't have time in the fall.

Write to colleges requesting interviews, catalogs, and/or applications.

Prepare for fall SAT, if necessary.

Twelfth Grade — Fall

Make more college visits and interviews; talk to college students.

Attend college conferences of schools that interest you.

Narrow the field; talk to people in fields of interest; develop a final list.

Concentrate on activities that expose you to a variety of fields.

Take achievement tests for last time.

Write applications.

Get references from teachers.

Submit supplementary application materials.

November 1-15: most early applications due.

Mid-December: decisions made by colleges on early college admissions decisions made.

Have alumni interviews.

Twelfth Grade — Winter

Fill out financial aid applications, final applications.

January: application deadline for most colleges.

January-February: update applications.

February: check with colleges to make sure applications are complete.

Twelfth Grade — Spring

April: most colleges send out decision letters!

Make final decision on colleges to which you've been accepted; visit those colleges, talk to students and faculty.

Information Sheet #6

Financial Aid

If you are college bound and haven't yet applied for but will need financial aid, grants and loans are available.

First, contact the financial aid administrators at the colleges to which you have applied. They will be able to supply information about financial aid programs available at most colleges, plus any special programs their own schools offer. (Most colleges have need-based scholarships that offer anywhere from a few hundred to thousands of dollars.) The aid administrators may also be able to advise which program is best for you.

Second, fill out a financial aid application. These are available from high school guidance counselors or college financial aid administrators.

Financial aid application forms are all basically the same with minor differences. The major forms are those of the federal government, the College Scholarship Service, and the American College Testing program. The financial aid administrator at each college for which you are applying for aid will indicate which form is preferred. (You might have to fill out several forms, depending on the colleges applied to.)

Four to six weeks after the form is sent to the address specified, you will receive a Student Aid Report (SAR). A copy of the SAR should then be sent to all the colleges to which you have applied. The SAR is used by colleges to assess student financial need; the amount of aid granted is announced at the time of acceptance.

Once you have received the loan or grant, the aid continues for the school year as long as you remain in school and make satisfactory progress. To renew a grant or loan, you must reapply each year.

Marketing Your Skills into Profit

by Pam Jacobs

Marketing Your Skills into Profit

by Pam Jacobs

Introduction

The purpose of this lesson is for the student to learn the needs of prospective employers and then market their skills, interests, and talents into the kinds of services available to acquire part-time employment.

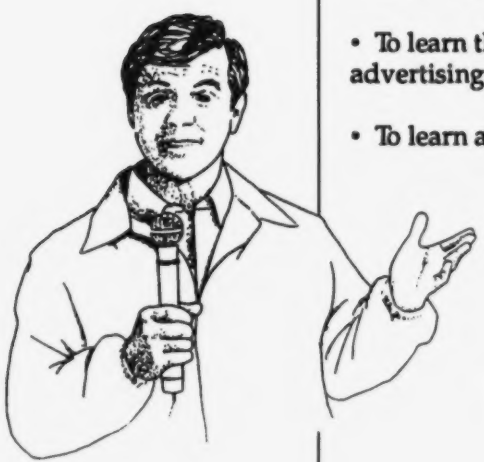
The student wants to put their skills to work through a part-time job. Where does the student begin? Is it important to know the "right people"? Should the student call or make a personal visit? How does the student let people know that they're good at a particular job? These are a few of the many questions job-seekers are faced with.

By being aware of a broad range of career possibilities, by learning about specific career requirements, by being familiar with clusters of careers, and by knowing about the job market and occupational outlooks, the student can become more aware of their future options and alternatives.

Lesson Objectives

For the student

- To learn how to find prospective employers.
- To learn characteristics that employers look for in an employee.
- To learn the importance of preparing a resumé, completing job applications, advertising, and interviewing.
- To learn about pricing their service.



Lesson Outline

I. ***Welcome and Introduction***

II. ***Create a Discussion Atmosphere***
- A. Ask students how many have part-time jobs.
- B. Ask students how many are seeking part-time jobs.

III. ***"Know What You Like to Do" and "Know What You Can Do Well"*** **(Activity Worksheet)**
- A. Students complete activity.
- B. Discuss the relationship between what someone likes to do and what they can do well.
- C. Students share information from their activity sheets.

IV. ***"What Are Employability Skills?" and "What Do Employers Look For?"*** **(Activity Sheets #1 and #2)**

V. ***Panel Discussion***
- A. Invite several of the following people to participate:
  1. Business representative of a business where students might find part-time work (fast-food restaurant, grocery store, etc.)
  2. Adult who held jobs as a young person and continued in that particular field as a career.
  3. Student who currently holds a part-time job.
  4. Personnel manager of a business.
- B. Instruct these panel members (prior to the discussion) to discuss:
  1. Skills such as inquiring about jobs, preparing a resumé completing job applications, advertising for a job, and interviewing.
  2. Employable skills that employers look for in employees.
  3. Where to start looking for part-time work.
  4. Pros and cons of creating your own business.

VI. ***Summary***
- A. Summarize main points.
- B. Answer questions.

Activity Worksheet

Know What You Like To Do

1. List your favorite school subjects in order of preference:

   1) _____ 2) _____ 3) _____ 4) _____ 5) _____

2. List your favorite club or extracurricular activities:

   1) _____ 2) _____ 3) _____ 4) _____ 5) _____

3. List your hobbies in order of preference:

   1) _____ 2) _____ 3) _____ 4) _____ 5) _____

4. Do you like to do things that require you:

	Very much	Somewhat	Not at all
To use your hands to make things			
To do things for others			
To meet and talk to people			
To make plans and organize activities			
To assume responsibilities			
To travel and be away from home			
To work alone			
To be directed by a boss			
To teach			
To write or act			
To persuade others			
To work with facts and ideas			
To use a scientific method			
To work outdoors			
To work indoors			

Know What You Can Do

1. List several careers related to:

Your Favorite Subject	*Your Favorite Club/Activity*	*Your Favorite Hobby*

2. Did you list any career in more than one of the above areas? If so, name the career:

   _____.

Activity Sheet #1

What Are Employability Skills?

Purpose: To help the student understand the various parts of employability skills

Setting: Room with tables

Materials: Newsprint, markers, masking tape, and definitions of terms

Time: 10 minutes

Procedures:

1. After introducing the section, students divide into groups of 5 or 6 people.
2. Each group selects one person to act as recorder.
3. Each group discusses what they think "Employability Skills" are.
4. The recorder writes the definitions on the newsprint and tapes them on the wall when completed.

Processing: When all of the definitions have been posted, review the definitions of each group. Discuss the following:

1. How do the definitions differ?
2. How are they similar?

Keep in mind that these definitions are not the only ones.

Activity Sheet #2

What Do Employers Look for?

Purpose: To help the student understand the needs and interests of employers

Setting: Room with tables

Materials: Newsprint paper, marking pens, and masking tape

Time: 20-30 minutes

Procedures:

1. Divide into groups of 5 to 8 people.
2. Each group selects one person to act as recorder.
3. Each group writes down a list of ten or more things that employers look for in the people they hire.
4. Each group tapes their list to the wall.

Processing:

1. Read the lists that the groups have written.
2. Ask group members for clarification of any items that are not easily understood.
3. For each item, ask the students for their comments about how important the item is to an employer.

Putting Your Best Foot Forward

by Doug Thompson

Putting Your Best Foot Forward

by Doug Thompson

Introduction

The purpose of this lesson is to help the student compete in the job search process. The student will be guided through a series of steps that focus on their skills, education, and experience. The key activities for this lesson are designed to help the student develop skills in preparing a resumé and are taken from *Job Find* by Carolyn Clague (see Bibliography).

Lesson Objectives

For the student

- To analyze their own strengths and weaknesses.
- To evaluate their accomplishments.
- To feel comfortable about "tooting their own horn."
- To develop a quality resumé.
- To conduct a successful interview.

Lesson Outline

I. *Understanding Student Experiences*
   A. Ask students what jobs they have held.
   B. Ask students why they are taking this class.
   C. Ask students what their future employment plans are.

II. *" Resumé Worksheet"* **(Activity Worksheet #1)**
   A. Instructor reads "Successful Resumés for Students" (Information Sheet #1) to prepare for teaching the worksheet material.
   B. Hand out Worksheet #1 to each student.
   C. Assign work groups and encourage students to identify group members' strong points. Use "Sample Resumé" (Information Sheet #3).
   D. Ask students to volunteer information from their completed work sheets. Use these examples to discuss additional changes that can be made.
   E. Answer questions.

III. ***"Do's and Don'ts of Resumé Writing"*** **(Information Sheet #2)**
   A. Hand out Information Sheet #2.
   B. Use this hand-out to cite examples and to emphasize the guidelines.
   C. Answer questions.

IV. ***Pulling It Together***
   A. Summarize important items.
   B. Answer final questions.

Suggested Activities

1. Have local managers from businesses that hire students speak to the group.

2. Conduct a mock interview with some of the students as managers, others as applicants. Discuss the employment potential of these applicants.

Information Sheet #1

Getting Hired

Successful Resumés for Students

by Anne White

Last April,* Career World *presented techniques to bring job applications to the top of the pile. Now you're ready for the next step. In this resumé series you'll learn how to develop a resumé that will get you noticed—one that shows employers what you can do and why they should pick you as a top candidate for the job. And you'll find out how to do it, even with the limited work experience typical of most high school students.

After Kate Maille landed a job at a local radio station, she confided to a friend, "Everyone's been telling me how tough it is to get a job. I don't know what they're talking about. I applied for three jobs and was offered all three."

Her friend was dumbfounded. "What did you do," she asked, "cast spells?"

"Not at all," Kate told her. "I just went in, showed them my resumé, and told them what I'd be able to do for them."

Kate didn't have to cast spells. She knew the formula. She understood that the secret for success in the job search is to think about what an employer is looking for, and to show how you can meet those needs.

Just What Is a Resumé, Anyway?

Spelled:	résumé or resume or resumé
Pronounced:	rez-ə-mā—(or ray-zoo-may)
Meaning:	a summary, a short account of one's career and qualifications prepared typically by an applicant for a position.

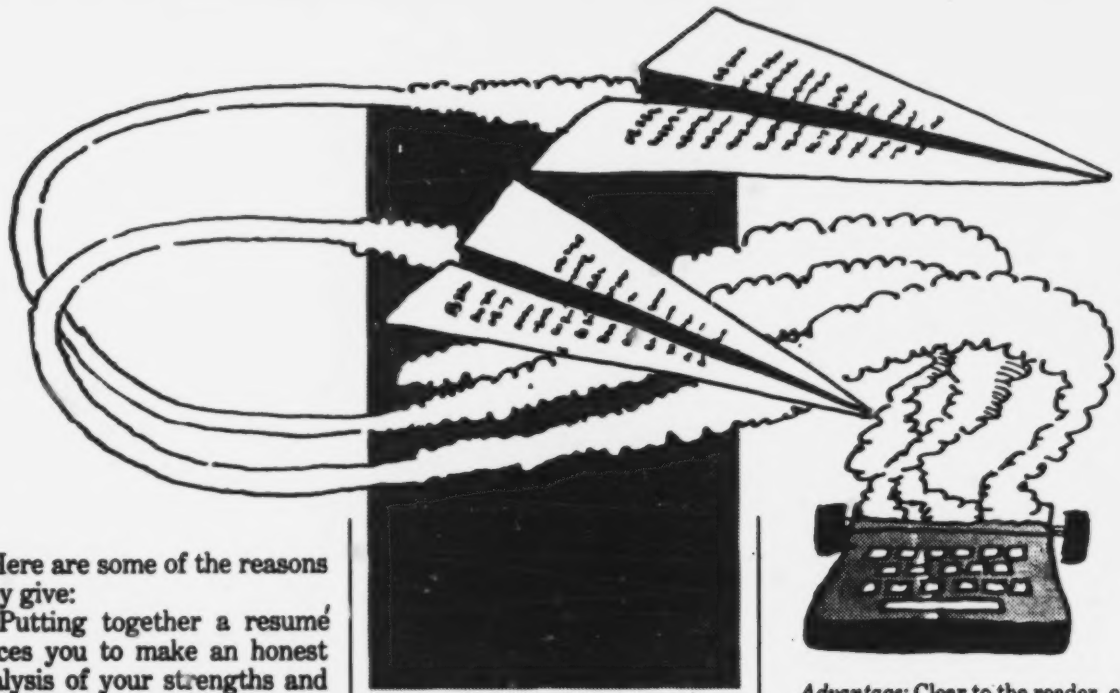
—Webster's Ninth New Collegiate Dictionary

A resumé sums up your accomplishments. It acts as a personal advertisement to sell *you*. It's a means of communicating to future employers what you've already done. But most of all, a resumé is your way of showing how and where your skills, education, and experience can be of use.

Do I Really Need One?

"Yes," say career counselors.

Personnel managers and others who hire young people agree. A resumé, most say, even from someone with little work experience, is a real plus.



Even if you've had very little work experience, you can write a top-flight resumé.

Here are some of the reasons they give:

1. Putting together a resumé forces you to make an honest analysis of your strengths and weaknesses, to evaluate your accomplishments, and to decide how to "blow your own horn."

2. A resumé says things about you that you may not be able to say about yourself. At many companies, when you apply for a job you are given an application blank by a receptionist or secretary. You may not even see the people who make the hiring decisions. If you do see them, it may be difficult or inappropriate to talk about your qualifications at what is essentially a prescreening. A resumé goes behind closed doors and speaks for you.

3. A resumé shows that you are a serious applicant with a professional approach to the job search. The fact that you've taken the time and effort to develop one – and it does take time and effort – helps you make a favorable first impression and put points on the scoreboard right from the start.

4. A resumé may be used – *always with a cover letter* – to inquire about jobs out of your geographic area, and to answer newspaper and other advertisements.

5. A resumé may be attached to your application form to give it an extra boost. Although it's important to fill out a company's application form completely, an attached resumé can add another dimension to your application by introducing information not requested on the form.

6. A resumé can serve as a real aid to career planning. It's a valuable tool to take to employment agencies and career counselors.

7. Last, but by no means least, a well-prepared resumé can give your spirits a boost, make you feel good about yourself, and change that "I've never done anything" attitude to "I really do have something to offer."

Once you're convinced that you need a resumé, you must decide on the type of resumé you are going to prepare. There are three basic resumé styles:

- **Chronological**

In this and most other resumés, you list your education and jobs held in reverse chronological order, starting with the most recent and working backward.

Advantage: Clear to the reader, easily understood.

Disadvantage: May emphasize recent jobs not particularly relevant to the position you seek.

- **Functional**

This style allows you to focus on the skills and abilities you've developed in earlier jobs. You may want to choose this approach if you've *organized* office files, *trained* counter help, or *supervised* the grounds crew.

Advantage: Shows the skills that will be of use in your new position.

Disadvantage: Difficult to do and sometimes hard to understand, but effective.

- **Combination**

A careful mix of chronological and functional allows you to take advantage of the best features of each.

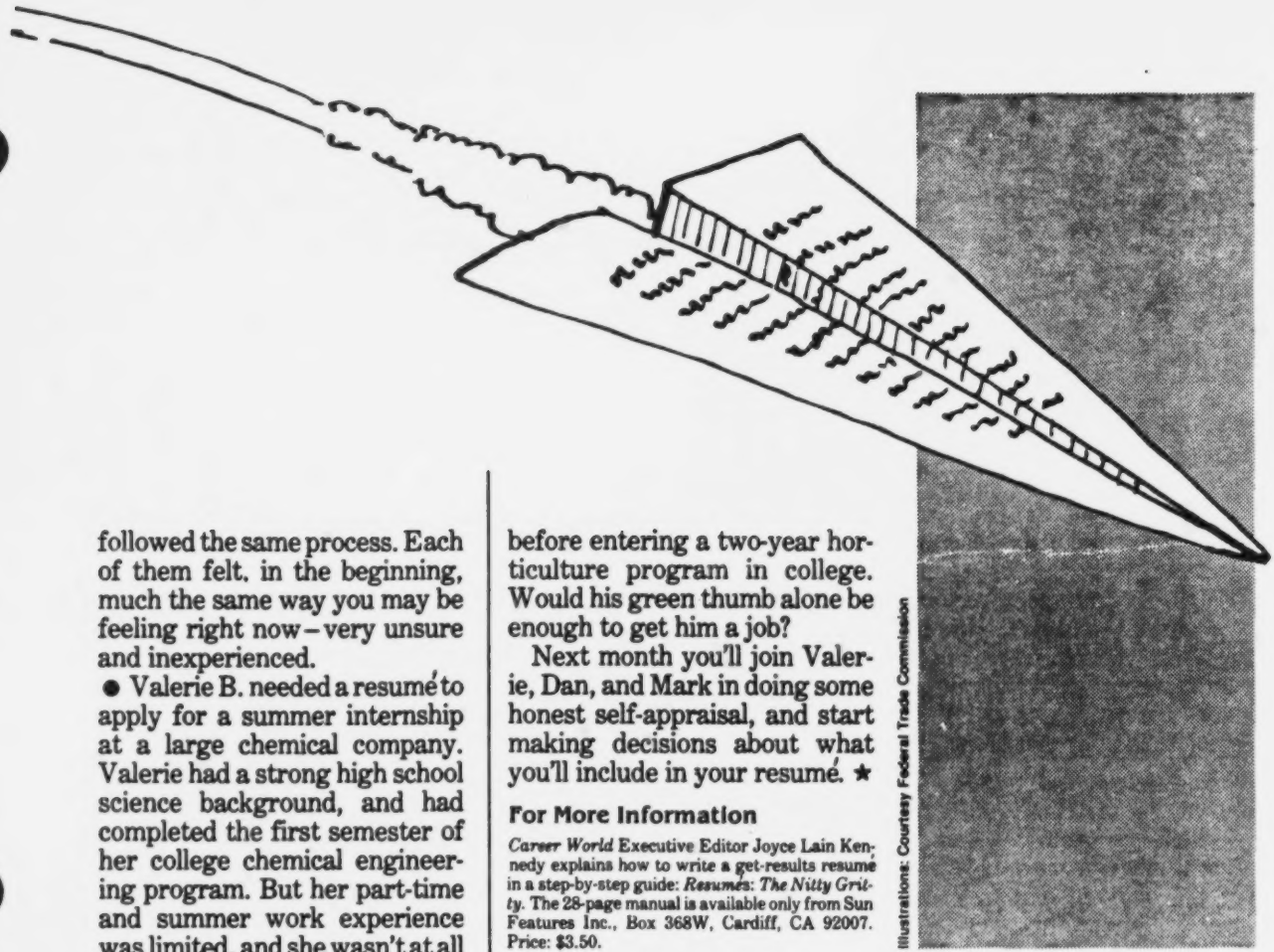
Advantage: Often the best of all approaches.

Disadvantage: Takes time to analyze previous jobs.

Where to Begin

Imagine your resumé as divided into three major sections – your educational history, your work history, and your skills and experiences. Start thinking *now* about what you'll want to list in each.

During this series, as you develop your resumé, you'll see how several other young people



Illustrations: Courtesy Federal Trade Commission

followed the same process. Each of them felt, in the beginning, much the same way you may be feeling right now – very unsure and inexperienced.

● Valerie B. needed a resumé to apply for a summer internship at a large chemical company. Valerie had a strong high school science background, and had completed the first semester of her college chemical engineering program. But her part-time and summer work experience was limited, and she wasn't at all sure she could compete with other applicants for this opportunity.

● Dan G. had both a culinary arts certificate and restaurant experience when he decided to apply for a food-services job on a cruise ship. At the family restaurant where he had worked for four years, Dan had progressed from busing tables to assisting the manager, and had learned most of the food preparation, cooking, and customer service jobs in the process. Would that be enough to qualify him for a job he'd always dreamed about? He needed a strong resumé that showed his understanding of the restaurant business.

● An interest in growing things seemed to Mark H. to be just about all he had to offer. Mark wanted a summer job in a greenhouse or a lawn and garden shop before entering a two-year horticulture program in college. Would his green thumb alone be enough to get him a job?

Next month you'll join Valerie, Dan, and Mark in doing some honest self-appraisal, and start making decisions about what you'll include in your resumé. ★

For More Information

Career World Executive Editor Joyce Lain Kennedy explains how to write a get-results resumé in a step-by-step guide: *Resumés: The Nitty Gritty*. The 28-page manual is available only from Sun Features Inc., Box 368W, Cardiff, CA 92007. Price: $3.50.

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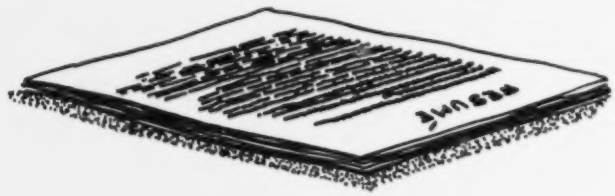
Activity Worksheet #1

Resumé Worksheet

Use the sample resumé and the "Do's and Don'ts of Resumé Writing" as a reference if you need help.



1. *Personal Information*

Name: _____
(first) (middle name or initial) (last)

Address: _____

City, State, and Zip Code: _____

Telephone Number: (area code) _____/_____

2. *Professional Objective*

What type of job are you looking for and what qualifications do you have? This is the hardest part of the resumé because you can limit yourself by being too specific. If you aren't sure what you want, don't put "Any job will do." (Omit this section if you aren't looking for a particular job.)

_____

_____

_____

3. *Education*

Starting with the most recent one first, list the schools you have attended. Write the name of the school, the location, and the dates you attended. Don't list grammar schools. Make a brief comment about any courses you took that gave you experience for the job you want. Mention your grades if they gave you experience for the job you want. Mention your grades if they're good.

_____

_____

_____

4. *Work Experience*

Starting with the most recent one first, list the jobs you have held. Write the dates of employment, the name and address of the business, and a brief description of what you did. Include any volunteer work or work you did on the family farm or other family business. Emphasize jobs you held that relate to the one you are applying for. Be sure to include any special assignments or use of special instruments or equipment.

5. *Activities and Honors*

List those activities and youth organizations that you have been a part of. Mention offices you held or special duties you carried out. Make sure to emphasize anything that relates to the job you want.

6. *Special Interests and Hobbies*

Only list hobbies you have that aren't controversial or dangerous. Do list something so the employer knows you are a well-rounded person.

_____

_____

_____

_____

7. *References*

List at least three people who know you well and will give you a good recommendation. Avoid using a relative or a friend if possible. Teachers and former employers are good choices. Don't list anyone unless you ask them first. Give your reference's name, title, place of employment, address, and telephone number. If you don't have room on your resumé, omit the above information and write "References available upon request."

_____

_____

_____

_____

_____

_____

_____

_____

_____

(See *Job Find* in Bibliography section.)

Information Sheet #2

Do's and Don'ts of Resumé Writing

DO . . .

- type original resumé in black ink on good quality white 8 1/2 x 11 inch bond.
- use at least 1 1/2 inch margins and lots of spacing to make the resumé easy to read.
- use correct grammar and proper spelling. Keep a dictionary handy.
- avoid passive or negative sounding words. Use action verbs like designed, produced, organized, performed, completed, operated, and improved.
- write in phrases; complete sentences take up too much valuable space.
- present yourself in the best light. If your academic record is awful, leave it off and put more emphasis on other accomplishments.
- rewrite, revise, and rewrite your resumé until it is perfect.
- have a reliable person proofread your resumé before you send it.

DON'T . . .

- use I, me, or my in your resumé. This will keep it brief and to the point.
- use your nickname unless it sounds more professional than your real name.
- give personal information that has nothing to do with the job.
- send a carbon copy. If you have copies professionally made, don't date them.
- use more than one page. Most high school students don't have enough work experience or education to fill two pages.
- state your salary needs or give reasons for leaving jobs.
- tell about religious or political affiliations unless they are directly related to the job.
- overemphasize your accomplishments or undersell yourself. Don't be modest about the great things you've done, but don't blow them up beyond recognition.

(See *Job Find* in Bibliography section.)

Information Sheet #3

Sample Resumé

Diana J. Johnson
5076 East 6th Street
Anytown, South Dakota 57000
605/654-3210

Professional Objective

Responsible high school junior seeking part-time *secretarial/receptionist* work to supplement college education savings. Qualifications include two years of secretarial work and business career goals.

Education

Will graduate from Anytown Senior High School in May of 1985. Completed one year of Business Education Cooperative Training. Specialized in business courses and obtained:

- typing speed, 55 wpm; shorthand speed, 125 wpm.
- transcribing machine, adding machine, typewriter, copier, and dictaphone operation skills

Honor student freshman and sophomore years.

Work Experience

Summer 1983: *Receptionist* — Acme Insurance Agency, Anytown, South Dakota 57000

Greeted customers, scheduled appointments, organized and updated filing system, and prepared billings.

August, 1981-May, 1983: *Secretary* — Johnson and Jacobs Realty, Anytown, South Dakota 57000

Performed bookkeeping, typing, filing, and other duties for father's business. Supervised one trainee.

Summer 1981/1982: *Waitress* — Padre's Pizza, Anytown, South Dakota 57000

Took customers' orders, served meals, cleaned work space, ran cash register, and balanced day's receipts.

Activities

President of Anytown High Business Club, Treasurer of Anytown 4-H Club, and Secretary of freshman and sophomore classes.

Hobbies

Enjoy experimenting with personal home computer, sewing own clothing, and jogging daily.

References

References available upon request.

(See *Job Find* in Bibliography section.)

Making the Best First Impression

by Connie Frederking

Making the Best First Impression

by Connie Frederking

Introduction

Many times, 50 or more people will apply for a job. With that kind of competition, it is important for the student applicant to make the best impression possible in the letter of application and the interview. This lesson will suggest how the student can make himself or herself stand out from the others interviewing for the same job.

Lesson Objectives

For the student

- To write a letter of application.
- To interview successfully.

Lesson Outline

I. ***Discuss the Hand-out "Preparing a Letter of Application"*** **(Information Sheet #1)**

II. ***Give Students Examples of Good and Poor Letters of Application*** **(Sample Letters # 1 and #2)**
   A. Students read the two letters.
   B. Students critique each letter by pointing out the positive and negative points.

III. ***Students Write Their Own Letter of Application***
   A. Student groups of three or four evaluate each other's letters.

IV. ***Lead a Group Discussion on Job Interviewing***
   A. Read "Dear Kid" (Sample Letter #3) to the group.
   B. Discuss interviewing using "Preparing for My Job Interview" (Information Sheet # 2) as a discussion guide.

V. ***Practice Interviewing*** **(Information Sheet #2)**
   A. Videotape this activity, if possible. Otherwise work in groups of three or four.
   B. Use hand-out "Interview Information" (Information Sheet #3).

VI. ***Conduct a Question and Answer Wrap-Up Session***

Information Sheet #1

Preparing a Letter of Application

Your letter of application is a personal sales letter. You are trying to sell yourself. When writing your letter, you will want to keep in mind that its purpose is to:

- Tell how the job became known to you.
- State your qualifications.
- Convince the employer that you are the person to fill the position by indicating why you are interested in the job.
- Indicate that you are willing to supply a list of references or refer to references on attached resumé.

A good letter of application presents your writing and organizational skills — both of which are important in most positions. Many applicants often find it easier to present their outstanding achievements in writing rather than during an oral interview. Write the letter in your own words. Be sure to include the following information:

First paragraph — state why you are writing, your name, and the position for which you are applying, and how you heard about the opening. Try to *arouse interest*.

Second paragraph — explain why you are interested in working for this employer and identify your interests in this type of work. Both this paragraph and the next one should *create interest*.

Third paragraph — refer to resumé or offer to provide additional information.

Fourth paragraph — use an appropriate closing to pave the way for an interview.

Type the letter on a good grade of 8 1/2 x 11 inch white bond business stationery. Address the perfect copy of your letter to a specific individual and limit it to one page. Don't use too many "I," "my," or "me" references. Keep all statements positive and related to the job which you are seeking. Ask a teacher, a counselor, or a friend employed in the field about possible ways to improve your letter. Finally, don't forget to sign your letter.

Sample Letter #1

507 East Elm Street
Anytown, Illinois 62220
February 1, 1987

Mr. John Brown
President
Farmers Bank
506 South Main
Anytown, Illinois 62220

Dear Mr. Brown:

Rhonda Smith, owner of the Acme Beauty School, has informed me that you have an opening for a receptionist in your department. I have two years of secretarial experience and enjoy my receptionist duties at the Acme Beauty School. I am very interested in this position at your bank.

I am familiar with most office machines and procedures as a result of office experiences and business classes in school. I believe that my public relations skills along with the above qualifications would be an asset to your bank.

My resumé is enclosed for your reference. I will be available for a personal interview upon your request.

Thank you for your consideration.

Sincerely,

Christine Jones

Enclosures

Sample Letter #2

Friendship Nursing Home
Chicago
Illinois

Dear Sir:

I am writing this letter with reference to your Help Wanted Ads I saw. I am graduating from Sculley High School this spring, at least I hope to, and, I like what I have studied about your compnay, and I know that I could be of some service to you. I like old people and feel I could fill the vacancy. I hope that in the future I could advance in your organization on my achievements.

I am sending you a portforio with mu personal record, my high school achievements and my extra curricular activities. I am also enclosing the names of four persons I think know me pretty well.

If at any time you would like to interview me I can be contacted at my home address or by phoning 327-8881.

I remain

Hopefully yours,

Annie Wilson

References

J.D. Oliver
Edwardsville, IL

Amos Jones
University of Illinois
Champaign, IL 61920

Sample Letter #3

Dear Kid

The following letter was prepared by Karen Rak, English teacher at Center Junior High School, Strongsville, Ohio. It appeared in *The Washington Post* Monday, March 27, 1978, in an article entitled "Teaching Kids About Jobs" by William Raspberry. Use it as a guide when helping your students interview for a job.

Dear Kid:

"Today you came to me for a job. From the look of your shoulders as you walked out, I suspect you've been turned down before, and maybe you believe by now that kids your age can't find jobs.

"But I hired a teenager today. You saw him. What was so special about him? Not experience; neither of you had any. Attitude, son. A-T-T-I-T-U-D-E. He did his best to impress me. That is where he edged you out.

"He wasn't dressed like Easter Sunday, but then that wasn't necessary. His clothes were clean, and he had gotten a haircut. He filled out the application form neatly and completely. He did not ask to borrow a pen. He carried his Social Security card, had basic identification, and did not ask, 'What's a reference?'

"He didn't have two friends waiting for him by the pop machine. He didn't start to chew gum or smoke while interviewing. He didn't keep looking at his watch, giving me the impression that he had something more important to do.

"He took the time to find out how we 'operate' here, and what his day-to-day tasks would be. I think he'll keep his eyes open and work for me like he'd work for himself.

"He was willing to start at that point where I could afford to pay. Someday, perhaps, he'll get to the point where he'll have more authority over others and a better paycheck.

"You know, kid, men have always had to get a job like you get a girl; case the situation, wear a clean shirt, and try to appear reasonably willing.

"Maybe jobs aren't as plentiful right now, but there *are* jobs. You may not believe it, but all around you employers are looking for young men and women smart enough to go after a job in the old-fashioned way.

"If you have even the vaguest idea of what I'm trying to say, let it show the next time you ask for a job. You will be head and shoulders above the rest.

"For both our sakes, get eager, will you?"

The Boss

Information Sheet #2

Preparing for My Job Interview

You have been asked to come in for an interview. That's a big accomplishment because a business executive usually only interviews three to five applicants. In today's job market, it is very common to have 30 applicants apply for a job, so you have made it over one hurdle.

Now you will want to present yourself in a way that will improve your chances of getting that job you've been wanting. Here are some suggestions that might help.

1. ***Think ahead*** — Know the answers to the questions that are most likely to be asked, but don't memorize your responses. You don't want to sound fake. Also, make a list of questions for the interviewer to answer.

2. ***Learn about the company*** — Ask others and read about the business. This knowledge may come in handy during the interview, and it will show you were interested enough to study the firm before applying for the job.

3. ***Take needed materials along*** — Bring a pen or a pencil, your social security card, a prepared resumé, and a list of personal references with addresses and phone numbers.

4. ***Be neat*** —Wear your "Sunday clothes." Remember to comb your hair, clean your fingernails, and shine your shoes. You are dressing for the business world, so you want to look as if you belong.

5. ***Go alone*** — Employers want your services and want to know how you react to their questions. Taking a friend or a relative is a real turn-off and will probably cause you to lose the job.

6. ***Arrive early*** — Be prompt and well-organized. Allow plenty of time for traffic, trains, and to find the office.

7. ***Follow good job etiquette*** — State your name and why you are there. When shaking hands, use a *firm* handclasp. Sit down when invited to do so. Smile and be yourself.

8. ***Show proper respect*** — Remember, you may be talking to your future boss.

9. ***Think before answering each question*** — But don't think too long. Planning for the interview pays off here.

10. ***Respond to questions in a businesslike manner*** — Stick to matters related to the job opening.

11. ***Concentrate on your job qualifications*** — The employer is not trying to fit you into the organization, he or she is purchasing services and abilities to meet the needs of the business.

12. ***Be realistic when wages are discussed*** — If this is your first job, the experience and training you will receive are more valuable than the income. However, do prior budget planning so that you will be able to discuss this question.

13. ***Ask relevant questions*** — Ask about the business, your responsibilities, working conditions, salary, promotion opportunities, and benefits. However, if these were discussed earlier, don't bring them up again, because this makes it appear that you weren't listening.

14. ***Inquire when you will be notified about the job decision*** — Ask when you can expect notification. If this job opening is your first choice, but you plan to apply for other openings, tell the interviewer. Ask for advice in committing yourself to alternate employment positions if one is offered to you.

15. ***Close the interview in a businesslike manner*** —Tell where and when you can be reached. Say "thank you" and leave promptly when the interview is over.

Information Sheet #3

Interview Information

Questions You May Be Asked

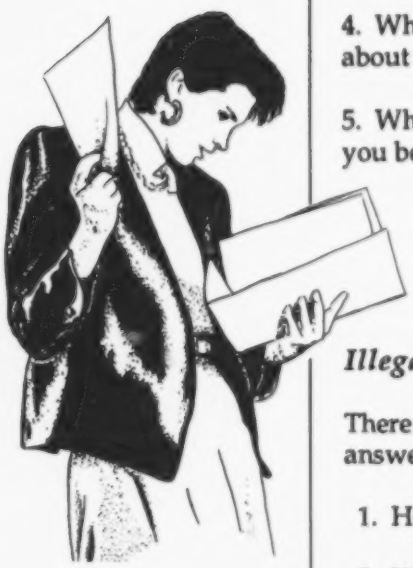
1. Tell me about yourself. (Tell about your educational background, past work experiences, and possibly about your family.)

2. Why should I hire you? (Tell why you are qualified and that you are willing to work hard for the company.)

3. How do you spend your leisure time? (Try to relate your leisure activities to the job, if possible.)

4. What do you know about our company? (Find out as much as you can about the company in advance.)

5. What do you do best? (Describe two or three major personal strengths that you believe will be useful on the job for which you are applying.)



Illegal Questions

There are some questions an interviewer should not ask. You may choose to answer them or you may refuse to answer them.

1. How many children do you have?
2. What kind of child-care provisions have you made?
3. Are you pregnant?
4. Are you divorced?
5. How old are you?
6. Do you plan to have another child?
7. What is your national origin?
8. What religion do you practice?
9. What does your spouse do for a living?
10. Do you belong to a union?

Questions You May Want To Ask

1. What are the daily duties of this job?
2. Is this job permanent?
3. Does the company promote from within?
4. Is this a new position?
5. How does the size of the company compare to five years ago?
6. What type of supervision will I have? How often will I be evaluated?

You May Not Get the Job If You...

1. arrive late for the interview.
2. dress sloppily or unbusinesslike.
3. become tense. (Don't play with your hair or bite your nails.)
4. forget to look at the interviewer.
5. give the interviewer a limp handshake.
6. can't express yourself clearly.
7. talk too much or not enough.
8. try to be funny.
9. take someone with you.
10. smoke or chew gum.
11. can't sell yourself.
12. don't know anything about the company.
13. lack enthusiasm.
14. are not flexible.
15. criticize yourself or other employers.
16. overemphasize money.
17. don't know what you want out of your career.
18. don't express your appreciation for the interviewer's time.

Job Shadowing for Career Exploration

by Kathleen Brown

Job Shadowing for Career Exploration

by Kathleen Brown

Introduction

In choosing a career, it is helpful to know as much as possible about what it involves. Whether the participant is trying to decide on an occupation now or in the future, knowing what education or skills are required and something about the work environment will them to make an informed choice.

The Job Shadow Program is designed to help the program coordinator develop a career exploration component for participants in their community. The processes described can help the participants to identify, to assess, and to define career information and skills through real experiences with people and places. The Program is designed to be the culmination of a series of educational workshops on a wide range of career education topics, represented by the educational program sections in this notebook.

Program Objectives

For the particiant

- To seek out and use information to make career decisions.
- To understand that life is a series of choices and to encourage them to search for and develop potential.
- To involve others in helping to seek out information needed for career decisions.

Program Guide

I. *Inventory Participant Interests*

Numerous written and computer software interest inventory programs are available to assist with this process. The program coordinator may want to request the use of the computer program and paper interest inventories available from the State 4-H office. Others may be accessed through the school counselor's office and the library.

The interest inventory process provides knowledge of personal interests, aptitudes, and abilities as applied to potential career interests. Conduct an inventory with each participant. Have them rank order the resulting career areas. This ranked list is to be used to recruit potential Job Shadow sites. In this way, the program coordinator will be able to work from a larger list of interest areas in hopes of arranging for a site to fit each participant.

II. *Matching Interests to Job Shadow Sites*

Once career interests are identified, resource people representing the career areas can be sought out to provide Job Shadow experiences. The participant, a volunteer, a parent, or the program coordinator may be responsible for these contacts and arrangements, depending on program plans and resources. Special attention will need to be given during this recruitment process to ensure that Job Shadow site resource person expectations and student expectations match as closely as possible.

The exploration process places much responsibility on the participant to make and follow through on decisions and commitments. All participants are expected to meet new adults and situations, but the burden of initial site arrangements can pose too early a challenge for some participants. It might be wise for the program coordinator to make the first telephone call to arrange a Job Shadow experience. This will not only pave the way for the participant to make subsequent contacts, but the program coordinator can discover any snags in arrangements. A Sample "Job Shadow Parent Information Letter" designed to help the program coordinator communicate such concerns with the adult assisting the participant (that is, parent) is attached. Program coordinator contact with the resource person helps to assure the resource person at the Job Shadow site that others have sanctioned the participant's experience (see Sample "Job Shadow Resource Person Contact Letter"). The letter indicates who to call for assistance and provides the opportunity to discuss program expectations for the participants and the site resource person.

The participant should follow up with a letter after arrangements are completed by the program coordinator. This confirms the arrangements and also extends a professional and personal touch to the experience. The participant should telephone the resource person a day or two before the visit to finalize plans.

III. *Exploration Activities*

On site, Job Shadowing provides an opportunity to increase general knowledge about particular jobs by identifying job and site characteristics that match personal interests and aspirations. Using careers as the focal point, the participant sets out on site visits that require at least several hours to complete. They keep their eyes open to what is happening at the site, ask a lot of questions, gather reading materials and samples, and try out certain activities. In short, they get the feeling of what it would be like to do that kind of work for a living — the good and the bad, the ups and the downs.

A typical Job Shadow experience begins with the participant interviewing the resource person. The Sample "Job Shadow Interview Guide" can help the participant lead the discussion. The participant should practice the interview in advance with the help of a friend, parent, or school teacher. Notes taken by the participant during the interview will be very helpful for keeping records, conducting an evaluation, and reporting the experience to others. The participant may conclude the interview with a request to tour the facilities, to look at the variety of jobs involved in the enterprise, and to participate in some of the work.

IV. *Reactions*

After each exploration, the participant should send a written note of appreciation to the resource person.

The program coordinator will also want to send a note of special thanks to the resource person. Proper attention to quality recognition for the program support may improve the chances of getting cooperation in future Job Shadow experiences. Special recognition, such as media coverage, may help the overall program as well as encourage further support from resource people.

V. *Evaluation of Site Experience*

The participant can evaluate the day by talking with others or making notes (see "Job Shadowing Evaluation" form). They can answer the following questions:

- What was the neatest part of this experience?
- Did this experience make me more/less interested in my chosen career? Why?
- What did I learn from the experience that I did not know before?

VI. *The Next Step*

After completing one Job Shadowing experience, the participant should consider planning future ones to build on what has already been learned. The participant may choose to pursue additional experiences in the same career area or to move on to another area listed in the interest inventory results.

Conclusion

The Program Guide is a general program overview for the program coordinator to use in organizing and conducting Job Shadow experiences. Many areas of the guide could be further developed, and others could be eliminated. The program coordinator should adapt the program to best suit their local needs and circumstances.

The Job Shadow Program can peak participant interests in career exploration. Further ideas for exploration activities need to be developed and shared with the participants. Information Sheet #1 entitled "The World of Work: Exploring Careers With 4-H'ers" provides a lot of good information to help the exploration process.

Parents are interested in supporting the career exploration process for their children. Their support and understanding of Job Shadowing will be very helpful to the successful completion of the process for their children. Information Sheet #2 is available from the U.S. Department of Health, Education, and Welfare Office of Education entitled, "Helping Children Make Career Plans: Tips for Parents." A copy is attached.

The participant in the Job Shadow Program is given a great deal of opportunity for self-direction. This concept needs to be reenforced in all areas of participant development, but especially in career exploration. Throughout life, the process of career development takes much self-direction, and the participant will benefit from this early lesson.

Many youth programs in a community can be strengthened by having an active Job Shadow Program. Youth organizations, schools, churches, etc. may accomplish many things by developing such programs. The programs would serve a very important need of the local youth, provide a much needed opportunity for community development, gain positive community relations publicity for the activity, and gain local support through the development of good working relations with many local resource people who serve at the Job Shadow sites.

Sample

Job Shadow Resource Person Contact Letter

Thank you for agreeing to work with the young people of _____(county name)_____ County in Job Shadowing. The purpose of "shadowing" is to give young people direct experience of observing workers in their daily activities. This will enable students to get a better understanding of what the real world of work is like. In addition, it provides opportunities to interact with a variety of people in various occupations and to assess their interest in pursuing a specific occupation.

_____(student name)_____ will be with you for approximately _____(length of time)_____ on _____(date)_____. During the time spent with you, we hope you can assist the student in learning as much as possible about your job and your background or career preparation. We have included a fact sheet entitled "The World of Work: Exploring Careers With 4-H'ers" which might be helpful in thinking through points you will want to share. If possible, you may want to plan for an experience that includes "hands-on" work.

Your support and cooperation are very much appreciated. It is our goal that this Job Shadowing technique will help young people realize they have to take a more positive and affirmative role in deciding their own futures.

Sincerely,

Sample

Job Shadow Parent Information Letter

One of the most important decisions anyone ever makes in life is choosing a career. It is extremely important that the student's choice for a Job Shadow site be based upon their individual interests, abilities, personalities, and be related to opportunities that will be available when they're ready to enter the work force. Job Shadowing has given them the opportunity not only to observe, but to participate in the daily operations of an ordinary day, while exploring a career interest area of their choice without having to make a final commitment.

The support given by you, provides the foundation for which they will follow in becoming independent, self-directing individuals. Such a foundation must be formed for the Job Shadowing Program to continue. As a supporter of a Job Shadowing student, we ask you to complete the enclosed evaluation, to be returned in the self-addressed envelope after the experience.

If you have questions about the Job Shadowing Program and/or the evaluation sheet, please feel free to contact the _____ County Extension Office at ____/_____.

Sample

Job Shadow Interview Guide

Introduction

Take a few minutes to introduce yourself and the 4-H program you represent. Briefly describe why you are interested in learning about this particular occupation. It is very important to develop a free and open rapport with the person to help get the most possible from your experience.

Interview

Tell the person in advance that you have a few questions that you would like to ask. Assure them that it will take only about 20 minutes. They are very busy people and will appreciate the consideration. If they want to take longer, it should be their decision. Take notes all day because you may not remember all the information at the end of the day. Some sample questions follow that you may want to consider using for the interview. Please feel free to ask any questions that come to mind. Try to keep the interview light and comfortable.

Sample Questions

1. When did you first become interested in this type of job?
2. What first interested you about the job?
3. What kinds of previous experiences and/or education did you need to get this job?
4. How many hours per week are spent on the job (at the office and at home)? Is it an 8-5 job or are there irregular hours?
5. What is the expected salary range for this type of job, from starting salary to later career salary? (The resource person may not want to reveal this information.)
6. What are the opportunities for advancement in this career?
7. What other careers could this job lead to?
8. What advice would you give someone considering entry into a job of this nature in the near future?
9. Is the work routine or constantly changing?

While you're taking notes about your day's experiences, you will want to think about the smaller details that make the job. Try to observe closely or ask questions about the following:

In your job, do you

- use special tools or equipment?
- belong to a union?
- work with people, data, or things?
- work independently or under supervision?
- need special abilities or talents?
- have any special restrictions?

Job Shadowing Evaluation

1. What did you like most about these events?

2. What did you like least?

3. A favorable comment I heard was:

4. An unfavorable comment I heard was:

5. Other comments:

Information Sheet #1

The World of Work:
Exploring Careers with 4-H'ers

In centuries past, students had little need to think about what they wanted to do and become in their future. Circumstances determined a person's future, and most people simply grew into adulthood knowing exactly what their life's work would be. Today, happily, the world of work presents enormous choice — and challenge — to students. Few people simply settle into a job and continue it in a straight line throughout their careers. With a wide and ever-increasing choice of jobs and careers available, people do develop a career path, changing and growing as their careers develop.

What does this mean to students? They need to know what their options are. They need to be aware of what career areas exist, what specific jobs within those areas entail, and how particular career areas might fit their individual interests and abilities. With more than 20,000 distinct occupations now existing in the United States, students need a great deal of information and experience in order to choose a career path wisely.

The instructor can help students begin to learn about the world of work and all the possibilities it offers them. The instructor doesn't have to be an expert in career development to help students start developing a career plan of their own. The first step is to gather the information they need.

The following is a "Career Analysis Questionnaire" used in discussing careers with students. Each student will bring to the shadowing experience a questionnaire to be completed during their visit covering these general questions. The questionnaire is followed by a list of job requirements and occupational characteristics compiled from the 1982-83 *Occupational Outlook Handbook* that can be used to further describe positions in question.

Career Analysis Questionnaire

1. What are the physical, educational, and certification or licensing requirements?

2. What personality traits does a worker need to succeed in this career?

3. What are the main responsibilities of the job?

4. What is the income range? Specify starting salary, expected earnings after two years, and expected earnings after ten years on the job.

5. What are the job satisfactions?

6. What are the chances for advancement in the career field?

7. How does someone usually enter this field? How did you (the individual worker being interviewed) get started?

8. What are the usual benefits in this field? Does the worker receive paid vacation time, holidays, sick leave, and insurance coverage? Are expense accounts, a savings program, a retirement plan, or discount privileges offered? Does the employer provide health insurance and/or education benefits? What other benefits does the worker have in this job?

9. How many hours a week does the worker put in on the job? At the job site? Away from the job site?

10. Are there any hazards connected with this job?

11. How much capital is required to get started in this career (if applicable)?

12. What is the demand for workers in this field? Is it expected to rise, fall, or remain constant over the next decade?

13. What does the worker think are the overall advantages and disadvantages of the career field?

Job Requirements

1. ***Leadership/persuasion*** — must be able to stimulate others to think or act in a certain way. Automobile sales workers who influence customers to buy and blue-collar worker supervisors are examples of occupations in which one must motivate others. Skills include organizing people and groups, supervising, directing, taking initiative, preaching, selling, promoting, counseling, speechmaking, negotiating, and mediating.

2. ***Instruction*** — help others to learn how to do or understand something. Skills include treating, teaching, listening, and counseling.

3. ***Problem-solving/creativity*** — the development of new ideas, programs, designs, or products. Commercial artists who prepare the artwork in magazines and engineers who design machinery are examples of occupations that require creativity. Skills include designing, inventing, drawing, writing, and/or developing idea programs.

4. ***Initiative*** — ability to determine what needs to be done and motivation to complete the job without close supervision. A department store buyer, for example, must use initiative in anticipating customers' preferences, buying merchandise at the right price, and seeing that goods are in the store when needed.

5. ***Teamwork*** — essential interaction with fellow employees to get the work done. A school administrator, for example, works cooperatively with school principals, school committee members, and government officials.

6. ***Frequent public contact*** — ability to meet or deal with the public on a regular basis. Librarians must meet and deal easily with the public, for example.

7. ***Manual dexterity*** — adept with hands to make, build, fix, and do things. Skills include operating tools, growing plants, testing, drafting, carrying, instructing sports activities, and moving rhythmically.

8. ***Physical stamina*** — ability to endure stress and strain on the job, including heavy lifting, standing, or being uncomfortably confined for long periods.

Work Environment

9. ***Hazardous*** — conditions that could present danger because of use of dangerous or infectious materials or working in dangerous surroundings where accidents are common. Most of these jobs are not inherently dangerous, but they do require adherence to safety precautions. Medical laboratory workers, for example, must use precautions when handling infectious materials.

10. ***Outdoors*** — work where a major portion of time is spent outdoors, usually without regard to weather conditions.

11. ***Indoors*** — work that requires staying in a specific place for most of the workday.

Occupational Characteristics

12. ***Jobs concentrated geographically*** — jobs located in or around one or more specific geographical areas.

13. ***Part-time*** — generally understood that workers are employed for less than 35 hours a week.

14. ***Earnings*** — vary widely within an occupation. Some workers earn more or less than the average level shown.

15. ***Employment growth*** — new job openings occur through employment growth and replacement needs. Job opportunities in a particular occupation usually are favorable if employment is expected to increase at least as rapidly as for the economy as a whole. But don't pick a job based solely on growth. Because of replacement needs, slow-growing occupations may actually have more job opportunities than their growth rates indicate.

16. ***Entry requirements*** — education and training requirements for each job were compiled and broken down into three levels:

- entry-level, high school or less education is sufficient, and the job basics can usually be learned in a few months of on-the-job training;
- post-high school training, such as apprenticeship or junior college, or many months or years of experience are required to be fully qualified;
- four or more years of college usually required.

(From "The world of work," *National 4-H News.*)

Information Sheet #2

Helping Children Make Career Plans: Tips for Parents

Department of Health, Education, and Welfare Office of Education

Career decision-making is a process, not an event that occurs at a given time. Your child's future career will be influenced by events that occur beginning in the preschool years and continuing through all of adult life. Here are some ways in which you can aid your child in positive career development.

1. Encourage your child to ask and think about the question, "What will I be when I grow up?" In the early years, children's hopes are often expressed in fantasy terms, especially during play. You will hear things such as, "I'm Daddy and I'm Superman, and you're Mommy and you're Wonder Woman." Don't criticize such statements. Your child is exploring who he or she is and the kind of person they are becoming. It will help you to understand him or her better if you let your child talk in this way. Provide toys that encourage experimentation through play with many different jobs.

2. Don't discourage your child from planning particular careers at an early age. It is better to ask, "Why does this appeal to you?" than it is to say something like "You wouldn't like to do that" or "That's a terrific job" or "That's completely unrealistic." Until major action decisions have to be made, it is better to let your child think about any possible job choice.

3. Try to help your child think about alternate choices. The question, "If for some reason, you couldn't do this, what other things would you want to do?" is a good one to raise. It will help you learn more about your child, and will also help her or him broaden the basis for career decision-making. Talking about your own alternate career choices will also help in this. For example, discussing jobs you've had in the past, or changes you might be considering in your present occupation.

4. Try to eliminate sex bias in thinking about your child's future career. Your daughter may very well wish to enter an occupation you now think of as "masculine," or your son enter one that you consider "feminine." Don't discourage them from thinking about such occupations. Times are changing, and they will need extra measures of your emotional support. If the child next door discourages your daughter from being a doctor because "girls are nurses," take your daughter to a woman doctor if you can. If you can't, point out women who are in traditionally male jobs. Say things like, "A person's sex really doesn't matter, it's ability that counts."

5. Don't hestiate to respond when your child asks, "What do you think I should be when I grow up?" Try to make it clear that it is more important that he or she be happy than become what you would like. However, you can point out particular talents that he or she possesses and discuss the jobs where these would be helpful.

6. Tell your child about the work that you do. Try to do so in a positive way so that your child will gain respect for you by respecting what you do. Neither encourage nor discourage your child from considering your occupation. The important thing is that your child sees that you, through your work, are making contributions to society.

7. Encourage your child to ask people about their jobs. Make use of your friends who are in the occupations your child is considering. Emphasize to your child that she or he should seek information, not firm advice, from such persons. If your child is particularly interested, ask a friend if your child can visit to see what the job actually involves.

8. Take your child on field trips to see various people at work at factories, offices, auto mechanic shops, etc. This is very helpful in letting children acquire a realistic view of a variety of jobs.

9. Help your child explore hobbies and other leisure-time activities that are productive and useful. Sometimes such activities can lead to career choices. Whether they do or not is unimportant. What is important is that they can help your child see himself or herself as someone who can accomplish something successfully.

10. Help your child understand how very important her or his school work will be in later job decisions. Show them how such subjects as reading, arithmetic, and communications are used in almost all occupations. In short, help them understand that there are more important reasons for going to school than simply going to school.

11. Encourage your child to engage in part-time work outside the home. If such work is done for pay, you can talk to your child about basic elements in the free enterprise system. Whether or not the work is for pay, it can be valuable in two ways: (1) it can help your child explore career interests, and (2) it can help your child discover the sense of accomplishment and self-pride that can come from work.

12. Encourage your child to visit with teachers and counselors about career plans and hopes. After such visits, talk with your children about what they learned. Feel free to tell them what you think. In doing so, make it clear that you are expressing your opinion, not telling them what to do with their lives. Don't refuse to discuss such matters with your children just because you don't know the answers.

13. Visit the schools your children attend. If your child has been discussing career plans with a teacher or counselor at school, seek that person out and ask such questions as, "Do you think this career is suitable in view of my child's strengths and weaknesses?"; "What are the best schools for pursuing this field of study?"; "What is the employment outlook for this career?" You will often learn much, and you will certainly help teachers and counselors help your children more if you are willing to talk to them.

14. Remember, a college degree is no longer the best or surest route to occupational success. If your child is in high school, encourage him or her to think about all kinds of postsecondary educational opportunities. Try to help your child think about a variety of *kinds* of post-high school educational opportunities, for example: all-volunteer armed forces, vocational schools, community colleges.

Your child's career choices will certainly affect your future as well as your child's. In this sense, you have a right, as well as a responsibility, to be active in helping your child make career plans.

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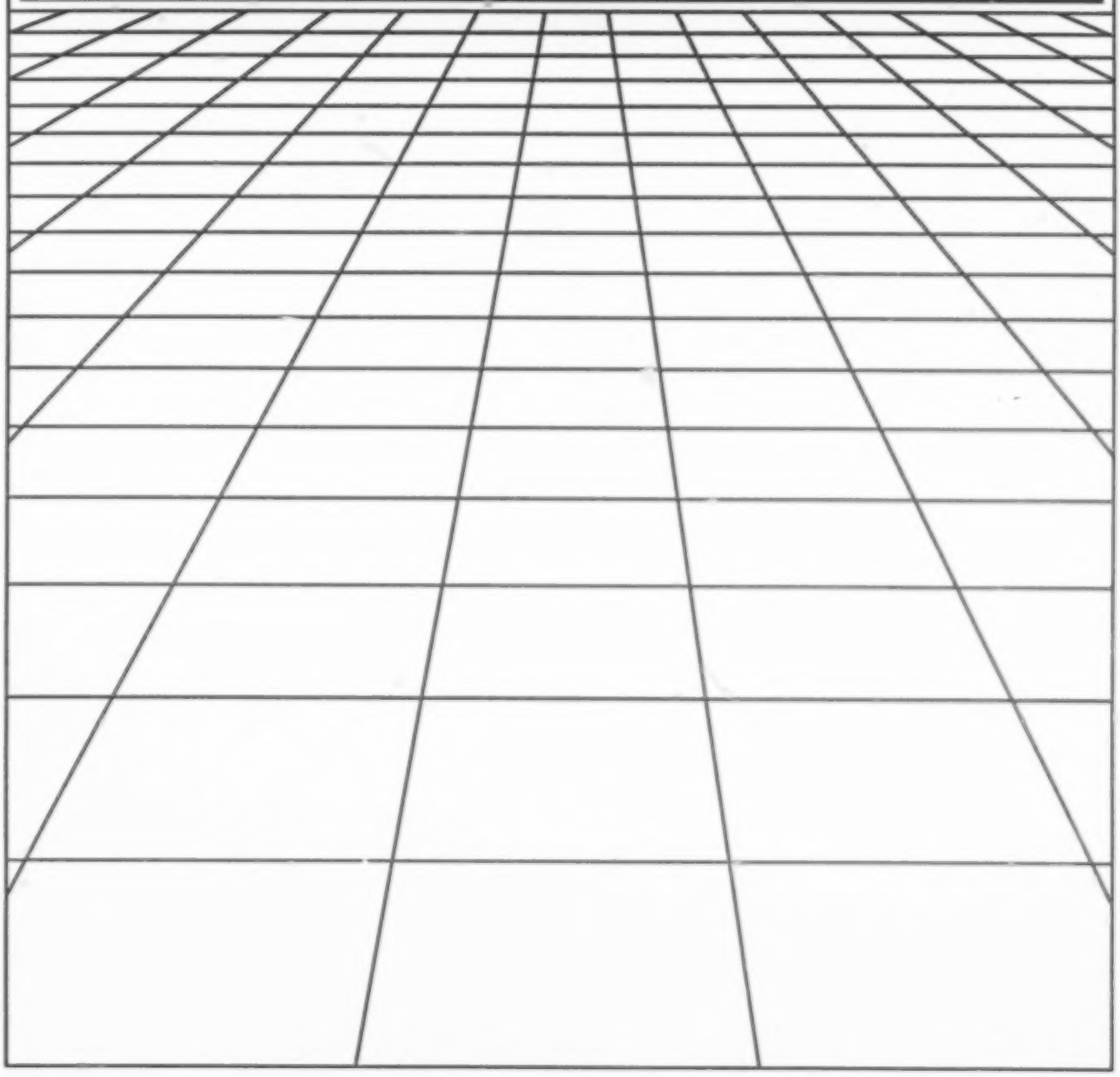

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Fiscal Agent:
17SL029
The Honorable James Steinman
Regional Superintendent
Adams-Pike Educational Service Region
Adams County Courthouse
521 Vermont
Quincy, Illinois 62301
(217) 223-6300

Project Director:
Dan Todd
West Central Region Education for Employment
Pittsfield High School
201 East Higbee
Pittsfield, Illinois 62363
(217) 285-5000

Counties:
Adams, Pike, Hancock

Alexander-Johnson-Massac-Pulaski-Union Educational Service Region

Fiscal Agent:
17SL020
The Honorable Jerry Johnson
Regional Superintendent
Alexander-Johnson-Massac-Pulaski-Union
Educational Service Region
2000 Washington Avenue
Cairo, Illinois 62914
(618) 734-0199

Project Director:
Curtis Miller
Five County Regional Vocational System
2nd and Washington Avenue
Post Office Box F
Tamms, Illinois 62988
(618) 747-2703

Counties:
Alexander, Johnson, Massac, Pulaski, Union

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Fiscal Agent:
17SL060
The Honorable James F. Staff
Regional Superintendent
Bond-Fayette-Effingham Educational Service Region
Fayette County Courthouse
Vandalia, Illinois 62471
(618) 283-0942

Project Director:
John Abell
Bond-Fayette-Effingham Regional Delivery System
for Vocational Education
Post Office Box 405
Teutopolis, Illinois 62467
(217) 857-3940

Counties:
Bond, Effingham, Fayette

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Fiscal Agent:
17SL015
The Honorable Blanche Martin
Regional Superintendent
Boone-Winnebago Educational Service Region
Courthouse Building - Suite 712
Rockford, Illinois 61101
(815) 987-3060

Contact Person:
Edgar K. Franseen
Career Education Associates of North Central Illinois
(CEANCI)
5125 35th Street
Rockford, Illinois 61109
(815) 874-6321

Counties:
Boone, Winnebago, Ogle

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Fiscal Agent:
17SL030
The Honorable Donald H. Galloway
Regional Superintendent
Brown-Cass-Schuyler Educational Service Region
101 West 15th Street
Beardstown, Illinois 62618
(217) 323-5559

Project Director:
Marvin Losey
Two Rivers Vocational Education System
101 West 15th Street
Beardstown, Illinois 62618
(217) 323-5559

Counties:
Brown, Cass, Morgan, Schuyler, Scott

Calhoun-Greene-Jersey Educational Service Region

Fiscal Agent:
17SL013
The Honorable David S. Mills
Regional Superintendent
Calhoun-Greene-Jersey Educational Service Region
Post Office Box 409
Jerseyville, Illinois 62052
(618) 498-5571

Contact Person:
Gerald Ditman
Illinois Valley Regional Vocational System
Calhoun-Greene-Jersey Counties
Greene County Courthouse
Carrollton, Illinois 62016
(217) 942-3931

Counties:
Calhoun, Greene, Jersey

Carroll-Jo Daviess Educational Service Region

Fiscal Agent:
17SL053
The Honorable John B. Lang
Regional Superintendent
Carroll-Jo Daviess Educational Service Region
330 North Bench Street, Courthouse
Galena, Illinois 61036
(815) 777-2362

Contact Person:
William Floyd
Eagle Ridge Vocational Delivery System
Carroll County Courthouse
Mt. Carroll, Illinois 61053
(815) 244-9171 Ext. 231

Counties:
Carroll, Jo Daviess

Champaign-Ford Educational Service Region

Fiscal Agent:
17SL043
The Honorable Charles N. Sutton
Regional Superintendent
Champaign-Ford Educational Service Region
200 South Frederick
Rantoul, Illinois 61866
(217) 893-3219

Project Director:
Marty Barrett
Champaign/Ford Vocational System
200 South Frederick
Rantoul, Illinois 61866
(217) 893-3219

Counties:
Champaign, Ford

Charleston Community Unit District #1

Fiscal Agent:
17SL011
Dr. William E. Hill
Superintendent
Charleston Community Unit District #1
410 West Polk Avenue
Charleston, Illinois 61920
(217) 345-2106

Contact Person:
Warren Collier
Eastern Illinois Education for Employment System
410 West Polk Avenue
Charleston, Illinois 61920
(217) 345-2106

Counties:
Clark, Coles, Cumberland, Edgar, Moultrie, Shelby, Effingham

Chicago Public Schools District #299

Fiscal Agent:
27RH537
Dr. Manford Byrd, Jr., Superintendent
Chicago Public Schools District #299
Board of Education
City of Chicago
1819 West Pershing Road
Chicago, Illinois 60609
(312) 890-8850

Project Director:
Dr. Philip Viso
Chicago Public Schools District #299
Board of Education
City of Chicago
1819 West Pershing Road
Chicago, Illinois 60609
(312) 890-8850

Project Manager:
Harry Tobin
Chicago Public Schools District #299
Board of Education
City of Chicago
1819 West Pershing Road
Chicago, Illinois 60609
(312) 890-8850

County:
Cook

Christian-Montgomery Educational Service Region

Fiscal Agent:
17SL042
The Honorable Tom Rigdon
Regional Superintendent
Christian-Montgomery Educational Service Region
Courthouse, Box 456
Taylorville, Illinois 62568
(217) 824-4730

Contact Person:
Dale Stretch
Christian-Montgomery Education for Employment System
Courthouse Annex
Hillsboro, Illinois 62049
(217) 532-9591

Counties:
Christian, Montgomery

Clay-Jasper-Richland Educational Service Region

Fiscal Agent:
17SL031
The Honorable Samuel T. White
Regional Superintendent
Clay-Jasper-Richland Educational Service Region
3rd Floor Richland County Courthouse
Olney, Illinois 62450
(618) 392-4631

Contact Person:
Gene E. Purdy
Clay-Jasper-Richland-North Wayne Regional Vocational System
3rd Floor Richland County Courthouse
Olney, Illinois 62450
(618) 395-8626

Counties:
Clay, Jasper, Richland, Wayne

Crawford-Lawrence Educational Service Region

Fiscal Agent:
17SL034
The Honorable Roger Lewis
Regional Superintendent
Crawford-Lawrence Educational Service Region
Post Office Box 866, Lawrence County Courthouse
Lawrenceville, Illinois 62439
(618) 943-3522

Project Director:
Steve Graham
Twin Rivers Regional Delivery System for Vocational Education
Post Office Box 866, Lawrence County Courthouse
Lawrenceville, Illinois 62439
(618) 943-3522

Counties:
Crawford, Lawrence

Douglas-Piatt Educational Service Region

Fiscal Agent:
17SL008
The Honorable Charles W. Edmundson
Regional Superintendent
Douglas-Piatt Educational Service Region
125 North Main, Box 10A
Atwood, Illinois 61913
(217) 578-2824

Project Director:
Michael Conlin
Douglas-Piatt Regional Vocational System
125 North Main, Box 10A
Atwood, Illinois 61913
(217) 578-2531

Counties:
Douglas, Piatt

DuPage College District #502, Glen Ellyn

Fiscal Agent:
17SL057
Dr. Harold D. McAninch, President
College of DuPage District #502
22nd and Lambert Road
Glen Ellyn, Illinois 60137
(312) 858-2800

Contact Person:
Lois Caliendo
DuPage Area Occupational Education System
College of DuPage Building K161
22nd and Lambert Road
Glen Ellyn, Illinois 60137
(312) 858-2800 Ext. 2086

Counties:
DuPage, Cook

Edwards-Wabash-Wayne-White Educational Service Region

Fiscal Agent:
17SL005
The Honorable Kermit Braddock
Regional Superintendent
Edwards-Wabash-Wayne-White Educational Service Region
Wayne County Courthouse
Fairfield, Illinois 62837
(618) 847-3151

Project Director:
James Taylor
Edwards-Wabash-Wayne-White Regional Delivery System
Box 270 - Courthouse Annex
Carmi, Illinois 62821
(618) 382-2830 or 382-5223

Counties:
Edwards, Wabash, Wayne, White

Elgin School District U46

Fiscal Agent:
17SL046
Dr. Richard Wiggall, Superintendent
Elgin School District U46
355 East Chicago Street
Elgin, Illinois 60120
(312) 888-5007

Project Director:
Annette Theodore
Northern Kane County Regional Vocational System
355 East Chicago Street
Elgin, Illinois 60120
(312) 888-5054

County:
North Kane

Evanston Township High School District #202

Fiscal Agent:
17SL027
Dr. Robert W. Goldman
Superintendent
Evanston Township High School District #202
1600 Dodge Avenue
Evanston, Illinois 60204
(312) 492-3800

Contact Person:
Dale M. Flick
North Suburban Educational Region for Vocational Education (NSERVE)
1600 Dodge Avenue
Evanston, Illinois 60204
(312) 492-7847

County:
North Cook

Franklin Educational Service Region

Fiscal Agent:
17SL059
The Honorable Elvis Nolen
Regional Superintendent
Franklin Educational Service Region
202 West Main
Benton, Illinois 62812
(618) 438-9711

Project Director:
Harold Hood
Franklin County Regional Delivery System for Vocational Education
West Frankfort High School
601 East Main Street
West Frankfort, Illinois 62896
(618) 932-3126

County:
Franklin

Fulton Educational Service Region

Fiscal Agent:
17SL007
The Honorable Gary L. Grzanich
Regional Superintendent
Fulton Educational Service Region
Post Office Box 307
Fulton County Courthouse
Lewistown, Illinois 61542
(309) 547-3041 Ext. 246

Contact Person:
Roger McCullum
Fulton County Area Vocational System
Post Office Box 307
Fulton County Courthouse
Lewistown, Illinois 61542
(309) 547-3041 Ext. 246

Counties:
Fulton, Knox

Gallatin-Hardin-Pope-Saline Educational Service Region

Fiscal Agent:
17SL025
The Honorable William E. Hull
Regional Superintendent
Gallatin-Hardin-Pope-Saline Educational Service Region
112 North Gum
Harrisburg, Illinois 62946
(618) 252-6655

Project Director:
Jack Rawlinson
Southeastern Illinois Vocational System (SIVS)
112 North Gum
Harrisburg, Illinois 62946
(618) 252-6655

Counties:
Gallatin, Hardin, Pope, Saline

Galva Community Unit School District #224

Fiscal Agent:
17SL054
Mr. Bruce Dennison, Superintendent
Galva Community Unit District #224
Morgan Road
Galva, Illinois 61434
(309) 932-2108

Project Director:
Karen E. Johnson
Tri-County Regional Vocational Delivery System
Atkinson High School
109 South State Street
Atkinson, Illinois 61235
(309) 936-7290

Counties:
Bureau, Henry, Stark

Hamilton-Jefferson Educational Service Region

Fiscal Agent:
17SL001
The Honorable P. E. Cross
Regional Superintendent
Hamilton-Jefferson Educational Service Region
Jefferson County Courthouse
Mt. Vernon, Illinois 62864
(618) 242-1807

Project Director:
Betty Musgrave
Rend Lake Regional Delivery System for Vocational Education
Jefferson County Courthouse
Mt. Vernon, Illinois 62864
(618) 242-1807

Counties:
Hamilton, Jefferson, Wayne

Hancock-McDonough Educational Service Region

Fiscal Agent:
17SL026
The Honorable Jack Pickard
Regional Superintendent
Hancock-McDonough Educational Service Region
130 1/2 South Lafayette
Post Office Box 556
Macomb, Illinois 61455
(309) 837-4821

Project Director:
Robert H. Barragree
LaMoine Valley Vocational System
130 1/2 South Lafayette
Post Office Box 556
Macomb, Illinois 61455
(309) 837-4821

Counties:
Hancock, McDonough, Warren

Henderson-Mercer-Warren Educational Service Region

Fiscal Agent:
17SL032
The Honorable Donald Gibb
Regional Superintendent
Henderson-Mercer-Warren Educational Service Region
200 West Broadway
Monmouth, Illinois 61462
(309) 734-6822

Project Director:
Robert Grisolano
Delabar Vocational Education System
200 West Broadway
Monmouth, Illinois 61462
(309) 734-6822

Counties:
Henderson, Knox, Warren, Fulton, Henry

Herrin Community Unit School District #4

Fiscal Agent:
17SL019
Dr. William R. Clarida, Superintendent
Herrin Community Unit School District #4
700 North 10th Street
Herrin, Illinois 62948
(618) 988-8024

Project Director:
Ruth B. Honey
Williamson County Regional Vocational System
700 North 10th Street
Herrin, Illinois 62948
(618) 942-6606

County:
Williamson

Illinois Department of Corrections School District #428

Fiscal Agent:
17SL036
Raymond J. Quick
Department of Corrections School District #428
1301 Concordia Court
Springfield, Illinois 62702
(217) 522-2666 Ext. 5700

Project Director:
Bill Gay
Education for Employment
Vandalia Correction Center
Post Office Box 500
Vandalia, Illinois 62471
(618) 283-4170 Ext. 223

Counties:
Statewide

Illinois Department of Mental Health and Developmental Disabilities

Fiscal Agent:
17SL039
The Honorable James M. Carpenter
Regional Superintendent
Monroe-Randolph Educational Service Region
146 West Market Street
Red Bud, Illinois 62278
(618) 282-6244

Contact Person:
Dr. Stephen F. Miller/Monica Ehler
Vocational Service Region Planning
Chester Mental Health Center, Box 31
Chester, Illinois 62233
(618) 826-4571

Counties:
Statewide

Illinois Department of Rehabilitation Services

Fiscal Agent:
17SL058
Susan S. Suter, Director
Illinois Department of Rehabilitation Services
623 East Adams, Post Office Box 1587
Springfield, Illinois 62705
(217) 782-3022

Contact Person:
Larry Rau
Education for Employment - DORS Facilities
Illinois Department of Rehabilitation Services
623 East Adams, Post Office Box 1587
Springfield, Illinois 62705
(217) 782-3022

Counties:
Statewide

Iroquois Educational Service Region

Fiscal Agent:
17SL012
The Honorable Donald C. Deany
Regional Superintendent
Iroquois Educational Service Region
Iroquois County Courthouse
Watseka, Illinois 60970
(815) 432-4911

Project Director:
Mike Bleich
Iroquois Area Regional Delivery System
Iroquois Area Career Center
Courthouse Road
Watseka, Illinois 60970
(815) 432-5471

County:
Iroquois

J. Sterling Morton High School #201, Cicero

Fiscal Agent:
17SL004
Edmund R. Parpart, Superintendent
J. Sterling Morton High School #201
2423 South Austin Boulevard
Cicero, Illinois 60650
(312) 656-2300

Project Director:
Jerry J. Newell
Morton Regional Delivery System for Vocational Education
2423 South Austin Boulevard
Cicero, Illinois 60650
(312) 656-2300 Ext. 250

County:
West Cook

Jackson-Perry Educational Service Region

Fiscal Agent:
17SL010
The Honorable Donald D. Stricklin
Regional Superintendent
Jackson-Perry Educational Service Region
Jackson County Courthouse
Murphysboro, Illinois 62966
(618) 684-2151 Ext. 243

Contact Person:
John Hawkins, Assistant Superintendent, or Willie Jane Cave
Jackson-Perry Counties Regional Delivery System for Vocational Education
Perry County Courthouse
Pinckneyville, Illinois 62247
(618) 357-9822

Counties:
Jackson, Perry

Kankakee Educational Service Region

Fiscal Agent:
17SL023
The Honorable Alan Lemon
Regional Superintendent
Kankakee Educational Service Region
470 East Merchant Street - Room 210
Kankakee, Illinois 60901
(815) 939-4971

Project Director:
Brendan Foley
Kankakee Area Education for Employment Regional Delivery System
Route 2, Box 5A
Bourbonnais, Illinois 60914
(815) 939-4971

Counties:
Kankakee, Will, Iroquois

Kishwaukee College District #523, Malta

Fiscal Agent:
17SL018
Dr. Norman Jenkins, President
Kishwaukee College District #523, Malta
Highway 38 at Malta Road
Malta, Illinois 60150
(815) 825-2086

Contact Person:
John Cassani, Director
Kishwaukee Education Consortium
DeKalb School District #428
1515 South Fourth Street
DeKalb, Illinois 60115
(815) 758-8597

County:
North DeKalb

Lake County Area Vocational Center - Board of Control

Fiscal Agent:
17SL037
Dr. Donald Gossett, Chair
Lake County Area Vocational Center Board of Control
19525 West Washington Street
Grayslake, Illinois 60030
(312) 223-6681

Contact Person:
Steven Springer
Lake County Area Vocational System
19525 West Washington Street
Grayslake, Illinois 60030
(312) 223-6681

County:
Lake

LaSalle-Peru Township High School District #120, LaSalle

Fiscal Agent:
17SL055
Dr. Robert D. Pomije, Superintendent
LaSalle-Peru Township High School District #120
541 Chartres Street
LaSalle, Illinois 61301
(815) 223-1721

Project Director:
Richard E. Graff
Starved Rock Associates for Vocational and Technical Education
200 Ninth Street
Peru, Illinois 61354
(815) 223-2080

Counties:
Bureau, LaSalle, Marshall, Putnam

Livingston Educational Service Region

Fiscal Agent:
17SL038
The Honorable Wayne H. Blunier
Regional Superintendent
Livingston Educational Service Region
310 East Torrance
Pontiac, Illinois 61764
(815) 844-3189

Contact Person:
George Fyke
Livingston Area Education for Employment
411 North Seventh Street
Fairbury, Illinois 61739
(815) 692-2355

Counties:
Livingston, McLean

Logan-Mason-Menard Educational Service Region

Fiscal Agent:
17SL021
The Honorable George Janet
Regional Superintendent
Logan-Mason-Menard Educational Service Region
Logan County Courthouse
Lincoln, Illinois 62656
(217) 732-8388

Contact Person:
Robert Dorch
Lincolnland Regional Delivery System
1000 Primm Road
Lincoln, Illinois 62656
(217) 732-4131

Counties:
Logan, Mason, Menard, Sangamon

Lowpoint-Washburn Community Unit #21, Washburn

Fiscal Agent:
17SL047
Wayne P. Johnson, Superintendent
Lowpoint-Washburn Community Unit #21
Washburn, Illinois 61570
(309) 248-7522

Project Director:
Jerry L. Scranton
Central Illinois Vocational Education Co-op (CIVEC)
Lowpoint-Washburn Jr./Sr. High School
Washburn, Illinois 61570
(309) 248-7518

Counties:
Marshall, Woodford

Macon Educational Service Region

Fiscal Agent:
17SL002
The Honorable David Cooprider
Regional Superintendent
Macon Educational Service Region
2240 East Geddes Avenue
Decatur, Illinois 62526
(217) 424-3403

Project Director:
Richard Mosier
Illinois Heartland Regional Plan for Education for Employment
2240 East Geddes Avenue
Decatur, Illinois 62526
(217) 424-3438

Counties:
Macon, Shelby, DeWitt, Sangamon

Macoupin Educational Service Region

Fiscal Agent:
17SL040
The Honorable Russell G. Masinelli
Regional Superintendent
Macoupin Educational Service Region
Box 475
Carlinville, Illinois 62626
(217) 854-2032

Project Director:
Dr. Robert A. Chiti
Macoupin County Education for Employment
Regional Delivery System
Box 475
Carlinville, Illinois 62626
(217) 854-4016

County:
Macoupin

Madison Educational Service Region

Fiscal Agent:
17SL041
The Honorable Harold E. Briggs
Regional Superintendent
Madison County Educational Service Region
201 Hillsboro Avenue
Edwardsville, Illinois 62025
(618) 692-6200 Ext. 4530

Contact Person:
Marcia Brummer
Madison County Regional Vocational Education
201 Hillsboro Avenue
Edwardsville, Illinois 62025
(618) 692-6200 Ext. 4638

Counties:
Madison, Macoupin

Marion Educational Service Region

Fiscal Agent:
17SL003
The Honorable Sam Nall
Regional Superintendent
Marion County Educational Service Region
Public Service Building
Salem, Illinois 62881
(618) 548-1073

Project Director:
Margie Doolen
Marion, Clinton, and Washington Counties Regional Delivery System for Vocational Education
Public Service Building
200 East Schwartz
Salem, Illinois 62881
(618) 548-6385

Counties:
Clinton, Washington, Marion

McHenry Educational Service Region

Fiscal Agent:
17SL016
The Honorable O. C. O'Hara
Regional Superintendent
McHenry Educational Service Region
Parkview Professional Building
13711 West Jackson
Woodstock, Illinois 60098
(815) 338-2440

Project Director:
Louis A. Kinum
McHenry County Cooperative for Employment Education
McHenry Educational Service Region
Parkview Professional Building
13711 West Jackson
Woodstock, Illinois 60098
(815) 338-2616 or 2617

County:
McHenry

McLean-DeWitt Educational Service Region

Fiscal Agent:
17SL022
The Honorable R. Bruce Holcomb
Regional Superintendent
McLean-DeWitt Educational Service Region
Box 3125, 312 Courthouse
Bloomington, Illinois 61701
(309) 827-5311 Ext. 276

Contact Person:
Duane Anderson
McLean-DeWitt Regional Delivery System
Box 3125, 312 Courthouse
Bloomington, Illinois 61701
(309) 827-5311 Ext. 276

Counties:
DeWitt, McLean, Woodford

Monroe-Randolph Educational Service Region

Fiscal Agent:
17SL009
The Honorable James M. Carpenter
Regional Superintendent
Monroe-Randolph Educational Service Region
146 West Market Street
Red Bud, Illinois 62278
(618) 282-6244

Contact Person:
Cheryl Hood
Okaw Regional Vocational System
1 Taylor Street
Chester, Illinois 62233
(618) 826-5471

Counties:
Monroe, Randolph, South St. Clair

Moraine Valley Community College District #524, Palos Hills

Fiscal Agent:
17SL049
Dr. Fred Gaskin, President
Moraine Valley Community College District #524, Palos Hills
10900 South 88th Avenue
Palos Hills, Illinois 60465
(312) 974-4300

Contact Person:
Carl Ceretto
Moraine Area Career System (MACS)
10900 South 88th Avenue
Palos Hills, Illinois 60465
(312) 974-4300 Ext. 390

County:
Southwest Cook

Peoria Educational Service Region

Fiscal Agent:
17SL033
The Honorable Gerald M. Brookhart
Regional Superintendent
Peoria Educational Service Region
Room 501
Peoria County Courthouse
Peoria, Illinois 61602
(309) 672-6906

Contact Person:
Bob Evans
Peoria Educational Region for Employment and Career Training
County Courthouse
Peoria, Illinois 61602
(309) 685-6226 or 685-6225

County:
Peoria

Rich Township High School District #227, Park Forest

Fiscal Agent:
17SL035
Dr. Robert C. Rubenow, Superintendent
Rich Township High School District #227
Sauk Trail and Westwood
Park Forest, Illinois 60466
(312) 748-5800

Project Director:
Dean Wertz
South Suburban Education for Employment System
Rich Central High School
3600 West 203rd Street
Olympia Fields, Illinois 60461
(312) 748-6070 Ext. 111

County:
South Cook

Sangamon Educational Service Region

Fiscal Agent:
17SL048
The Honorable Harold Vose
Regional Superintendent
Sangamon Educational Service Region
Room 208, Sangamon County Courthouse
Springfield, Illinois 62701
(217) 753-6620

Contact Person:
Charles Rohn
Sangamon Area Vocational Education Region (SAVER)
2201 Toronto Road
Rural Route 11
Springfield, Illinois 62707
(217) 529-5431 Ext. 202

Counties:
Sangamon, Cass, Christian, Menard, Macoupin, Morgan

St. Clair Educational Service Region

Fiscal Agents:
17SL044 and
17SL045
The Honorable Martha O'Malley
Regional Superintendent
St. Clair Educational Service Region
10 Public Square
Belleville, Illinois 62220
(618) 277-6600 Ext. 601

Project Director:
17SL045
Dr. Richard E. Robinson
St. Clair County/Belleville Area College Regional Vocational System
1505 Caseyville Avenue
Belleville, Illinois 62223
(618) 277-9830

County:
St. Clair

Project Director:
17SL044
Dr. William E. Mason
East St. Louis District #189, State Community College and Lovejoy District #188 (ESL)
1800 Tudor Avenue
East St. Louis, Illinois 62207
(618) 271-0707

County:
St. Clair

Stephenson Educational Service Region

Fiscal Agent:
17SL051
The Honorable Marvin L. Maaske
Regional Superintendent
Stephenson Educational Service Region
Courthouse
15 North Galena Avenue
Freeport, Illinois 61032
(815) 235-8262

Project Director:
Joel Schieder
Stephenson Area Vocational Technical Educational System
Courthouse, 15 North Galena Avenue
Freeport, Illinois 61032
(815) 232-4471

Counties:
Stephenson, Ogle

Sterling Community Unit School District #5

Fiscal Agent:
17SL024
Dr. James A. Garnett, Superintendent
Sterling Community Unit School District #5
1800 Sixth Avenue
Sterling, Illinois 61081
(815) 625-3620

Project Director:
Mike Kelly
Northwestern Illinois Regional Vocational Delivery System
1608 Fifth Avenue
Sterling, Illinois 61081
(815) 626-6277 or 626-5810

Counties:
Whiteside, Bureau, Carroll, Lee, Ogle

Tazewell Educational Service Region

Fiscal Agent:
17SL014
The Honorable Solie G. Myers
Regional Superintendent
Tazewell Educational Service Region
Post Office Box 699
Pekin, Illinois 61554
(309) 346-4114

Contact Person:
Lawrence E. Stone
Tazewell County/Area Education for Employment
Regional Delivery System
413 Elizabeth Street
Pekin, Illinois 61554
(309) 353-5011

Counties:
Tazewell, Peoria, Mason

Township High School District #211, Palatine

Fiscal Agent:
17SL052
Dr. Richard Kolze, Superintendent
Township High School District #211, Palatine
1750 South Roselle Road
Palatine, Illinois 60067
(312) 359-3300

Project Director:
Pamela J. Block
Northwest Suburban Career Cooperative
1750 South Roselle Road
Palatine, Illinois 60067
(312) 359-3300 Ext. 302

Counties:
Northwest Cook, Lake

Triton College District #504, River Grove

Fiscal Agent:
17SL028
Dr. Daniel Moriarty, President
Triton College
2000 Fifth Avenue
River Grove, Illinois 60171
(312) 456-0300 Ext. 514

Project Director:
Donna Fuson
Des Plaines Valley Education for Employment
Regional Delivery System
Triton College
2000 Fifth Avenue
River Grove, Illinois 60171
(312) 456-0300 Ext. 865

County:
West Cook

United Township High School District #30, East Moline

Fiscal Agent:
17SL056
Frank H. Evans, Superintendent
United Township High School District #30
Archer Drive and 42nd Avenue
East Moline, Illinois 61244
(309) 752-1611

Project Director:
Thomas Lonergan/Michael Hanlin
Quad City Regional Vocational System
Archer Drive and 42nd Avenue
East Moline, Illinois 61244
(309) 752-1691

Counties:
Rock Island, Mercer, Henry

Vermilion Educational Service Region

Fiscal Agent:
17SL006
The Honorable Richard W. Weller
Regional Superintendent
Vermilion Educational Service Region
County Service Building
Rural Route 1, Box 12-D
Danville, Illinois 61832
(217) 431-2668

Project Director:
Robert C. Weist
Vermilion Vocational Education Delivery System
County Service Building
Rural Route 1, Box 12-D
Danville, Illinois 61832
(217) 442-0461

County:
Vermilion

Waubonsee Community College, District #516, Sugar Grove

Fiscal Agent:
17SL050
Dr. John J. Swalec, President
Waubonsee Community College District #516
Illinois Route 47 at Harter Road
Sugar Grove, Illinois 60554
(312) 466-4811

Project Director:
Jim Nies
Valley Education for Employment System (VALEES)
Illinois Route 47 at Harter Road
Sugar Grove, Illinois 60554
(312) 466-4811

Counties:
DeKalb, South Kane, North Kendall, LaSalle, Lee, DuPage

Will Educational Service Region

Fiscal Agent:
17SL017
The Honorable Matthew J. Racich
Regional Superintendent
Will Educational Service Region
14 West Jefferson
Joliet, Illinois 60431
(815) 727-8468

Project Director:
Dr. Tom Boldrey
Three Rivers Education for Employment System (TREES)
14 West Jefferson
Joliet, Illinois 60431
(815) 727-9613, 727-9701, or 727-9709

Counties:
Grundy, Will, Cook